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This volume is the teacher's text for the first semester program on level two (fourth grade). See AL 001 718 for Volume I and ED 019 666 for Volume II. Text materials for the second level continue to introduce new structures systematically, according to the pupils' interest, ability, and rate of learning. Dialogs for level two, Volumes III and IV, are centered around the daily activities of a Japanese boy and girl--"Telephone Conversation," "At the Toy Shop," "Going to the Zoo," "Weekend Activities"--for example. Cultural aspects of present day Japan are thus presented in dialog situations as well as in the cultural notes for the teacher's use. As in the previous volumes, there are 15 lessons arranged in five units; the first two lessons in each unit introduce new vocabulary and structures while the third lesson consists of a review. A new format for the repetition drills allows them to be used as sentence expansion drills. Also, in addition to the simple substitution drills, a substitution-correlation drill has been introduced in this volume. It is felt that the students are now ready to generate complete sentences following the teacher's model. For Volume IV, see AL 001 744. This course will be revised before publication for the general public. For further information write to Mrs. Esther Sato, Director, Japanese Language Project, at the above address. (JD)

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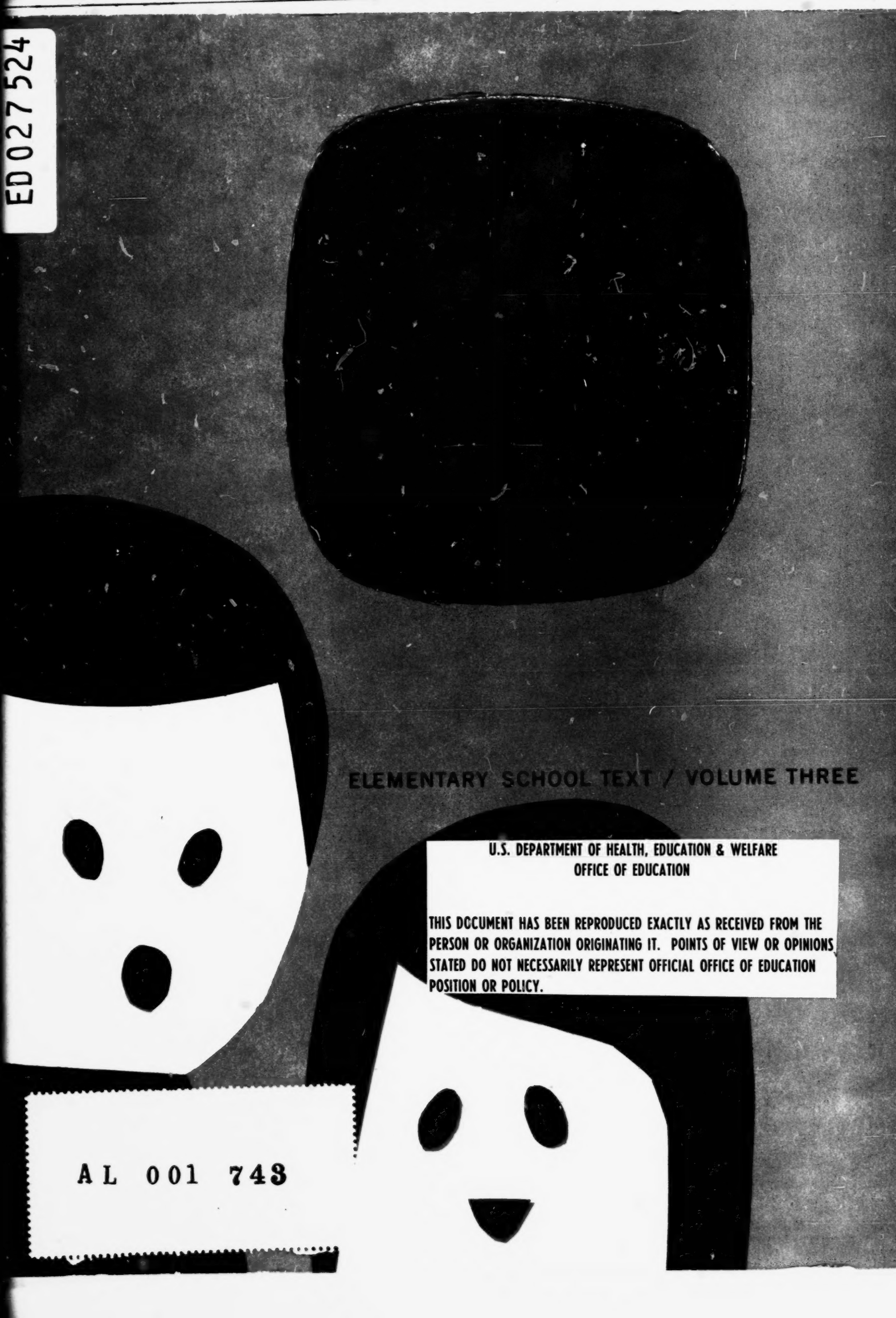

ELEMENTARY SCHOOL TEXT / VOLUME THREE

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AL 001 743

LEARN JAPANESE -

ELEMENTARY SCHOOL TEXT

VOLUME III

Yaeko Sato
John Young
Amy Takayesu

University of Hawaii
1968

The text developed herein by the authors, who bear the ultimate responsibility for the content of the text, is part of Project 6-1377 supported by a grant from the Office of Education, Department of Health, Education and Welfare under the provisions of the Cooperative Research Program. The project has the task of developing sequentially arranged Japanese language materials such as texts (except for LEARN JAPANESE - SECONDARY SCHOOL TEXT which has been developed by the Department of Asian and Pacific Languages of the University of Hawaii), audio-visual aids, evaluation instruments, and teacher's guide for use in elementary and secondary schools in Hawaii and elsewhere. We hope that through our efforts Japanese language studies in the United States will grow in its contribution toward greater understanding between East and West.

John Young

Esther Sato

Co-Directors of the Project

LEARN JAPANESE -

ELEMENTARY SCHOOL TEXT

VOLUME III

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INTRODUCTION

LEARN JAPANESE - ELEMENTARY SCHOOL TEXT, VOLUME III, is the first semester program for level two students. Text materials for level two include a wider application of the pattern approach to the study of Japanese than did those for the first level. New patterns or structural points are introduced systematically, taking into consideration the pupils' interest, ability and rate of learning.

Dialogues for level two, Volumes III and IV, are centered around the activities of two new characters, Haruko and Minoru, whose daily experiences serve as a source of new vocabulary items and provide situations for the presentation of new structural points. Vocabulary and structural points introduced in Volumes I and II are also used whenever possible for reinforcement.

The text is written for the teacher's use only and need not be shown to pupils, since the audio-lingual approach is the method of language instruction used in the classroom. Each lesson in the text is accompanied by a set of visuals which is used to give cues for the dialogue, vocabulary and drills.

Tapes for the dialogues and new songs accompany the text. These may be used as instructional media or for lesson preparation and planning by the teacher.

SUGGESTIONS TO THE TEACHER

The text arrangement and lesson format in LEARN JAPANESE - ELEMENTARY SCHOOL TEXT, VOLUME III, are similar to those appearing in Volumes I and II. Fifteen lessons are arranged in five units; the first two lessons in each unit introduce new vocabulary and structural points and the third lesson consists of a review lesson.

The new format of the Repetition Drill allows for a sentence expansion type of drill. Although utterances appear only once, the number of repetitions will depend on the needs of each class, groups or individuals. At this level of language study, some of the pupils may be capable of asking the questions during the Response Drill. Therefore, whenever possible, the question-answer drill can be performed between pupils rather than between teacher and pupil. The selection of drills and time spent on different drills should, of course, be determined by the needs of the language class.

In addition to the simple Substitution Drill, the Substitution-Correlation Drill has been included in this text. In the simple Substitution Drill the pupil is required to replace one segment of the sentence by another word which is given as a cue. In the Substitution-Correlation Drill the cue generates other changes in the sentence. Examples A and B illustrate this point. When students are able to generate parts of the sentence independently, they

should be advanced to the level of generating complete sentences, following the model presented by the teacher. This is shown in example C.

Example A

Model: Kinoo e o kakimashita.

Cue: (yakyuu)
Pupil 1: Kinoo yakyuu o shimashita.

The cue determines the appropriate verb which is used to complete the sentence.

Example B

Cue: (ikimashita)
Pupil 1: Kooen e ikimashita.

The pupil has a choice of nouns but must use the relational e to complete this sentence because at this level of language study e is the only relational taught in combination with ikimashita. However, with other verbs different relationals are used.

Example C

In this type of Substitution-Correlation Drill, the pupil is asked to name two activities or actions that have occurred consecutively or will occur consecutively. It is preceded by a model presented by the teacher.

Pupil 1: Kinoo kooen e ikimashita.
Sorekara yakyuu o shimashita.

Pupil 2: Kyoo hon'ya de kaimasu.
Sorekara uchi de yomimasu.

Pupil 3: Umi e ikimashoo.
Sorekara pikunikku o shimashoo.

Sentence completion, auditory discrimination, and listening comprehension exercises have been added under the Suggested Activities section. As the use of materials under this section is optional, they are to be used at the teacher's discretion. Songs and games appearing in Volumes I and II may be used again, whenever appropriate.

UNIT 1 LESSON 1

1.1 OBJECTIVES

Review: Volumes I and II

New character: HARUKO

Useful expressions: MOSHI, MOSHI;
ATO DE NE.

New vocabulary: aa, doobutsuen

1.2 DIALOGUE

(Telephone conversation)

Yooko: Moshi, moshi...

Haruko: Moshi, moshi, Yooko san desu ka?

Yooko: Hai, soo desu.

Haruko: Watashi wa Haruko desu.

Yooko: Aa, Haruko san!

Haruko: Yooko san, umi e ikimashoo ka?

Yooko: Hai, ikimashoo.

Haruko: Jaa, ato de ne.

Sayoonara.

Yooko: Sayoonara.

1.3 PRACTICE

1.3.1 Repetition Drill

Let pupils repeat the following sentences:

moshi, moshi
Yooko desu
watashi wa Yooko desu
Haruko desu
watashi wa Haruko desu
Yooko san desu ka?
Haruko san desu ka?
moshi, moshi, Yooko san desu ka?
hai, soo desu

ato de ne
jaa, ato de ne

umi e ikimashoo
yama e ikimashoo
maaketto e ikimashoo
doobutsuen
doobutsuen e ikimashoo
doobutsuen e ikimashoo ka?

1.3.2 Chain Drill

(Model)
Cue: (umi)
Pupil 1: Umi e ikimashoo ka?
Pupil 2: Hai, ikimashoo.
Cue: (yama)
Pupil 2: Yama e ikimashoo ka?
Pupil 3: Hai, ikimashoo.
Cue: (doobutsuen)
Pupil 3: Doobutsuen e ikimashoo ka?

Etc.

Cues: Use visuals of umi, yama, gakkoo, maaketto and doobutsuen.

1.3.3 Chain Drill

(Model)
Pupil 1: Jaa, ato de ne.
Sayoonara.
Pupil 2: Sayoonara.
Jaa, ato de ne.
Sayoonara.

Pupil 3: Sayoonara.
Jaa, ato de ne.
Sayoonara.

Etc.

1.3.4 Chain Drill

(Model)
Teacher: Moshi, moshi, Merii san desu ka?
Mary: Hai, soo desu.
Moshi, moshi, Jon san desu ka?
John: Hai, soo desu.
Moshi, moshi, Jooji san desu ka?

Etc.

1.3.5 Dialogue Memorization Drill

1.3.6 Role Playing

1.4 NEW VOCABULARY

aa..... Oh!
ato de ne ..... See you later.
doobutsuen ..... zoo
Haruko ..... girl's name
moshi, moshi ..... Hello!

1.5 SUGGESTED ACTIVITIES

1.5.1 Song

Suzume no Gakkoo

Chii-chii-pappa, chii-pappa.
Suzume no gakkoo no sen'sei wa,
Muchi o furi, furi, chii-pappa.
Seito no suzume wa wa ni natte,
Okuchi o soroete, chii-pappa.
Mada mada ikenai, chii-pappa.
Moichido issho ni, chii-pappa,
Chii-chii-pappa, chii-pappa.

Sparrow's School

Chii-chii-pappa, chii-pappa.
The teacher at the sparrow's school
Is swinging her rod singing chii-pappa.
The students are sitting in a circle,
And they all sing chii-pappa.
No, no, it's not good enough yet.
Let's try once more,
Chii-chii-pappa, chii-pappa.

1.5.2 Exercises

A. After listening to the dialogue ask pupils to answer the questions in Japanese.

1. Who is the new girl?
2. Who answered the telephone?
3. Where are the girls planning to go?

B. Sentence completion: The teacher will say part of the sentence and leave out the underlined part. She can use the right hand and make a horizontal motion to indicate the missing slot. Let the pupils complete the sentence orally.

Example: Teacher: Moshi, _____.
Pupil: Moshi, moshi.

1. Moshi, moshi.
2. Hai, soo desu.
3. Watashi wa Haruko desu.
4. Jaa, ato de ne.
5. Umi e ikimashoo.
6. Hai, ikimashoo.

1.6 NOTES

1.6.1 Structure

None

1.6.2 Usage

Moshi, moshi is used to start a telephone conversation. It is equivalent to the English 'hello' when used in a telephone conversation. Moshi, moshi is not used when greeting friends in person.

Aa used in this lesson shows a little surprise on the speaker's part.

Jaa, ato de ne is equivalent to the English expression, "Then I'll see you later." The speaker and the listener expect to see each other later on within the same day.

1.6.3 Culture

The telephone was introduced in Japan a year after it was invented by Alexander Graham Bell in 1876. It was first used on an experimental basis in Tokyo and Yokohama areas.

According to the 1967 Statistical Handbook published by the Office of the Prime Minister, Japan ranks second in the world so far as the number of telephones is concerned.

Up to 1952 the Japanese government was the sole owner and operator of the telephone industry. Since then, the industry is divided equally between the government and private corporations.

1.6.4 Pronunciation

None

UNIT 1 LESSON 2

2.1 OBJECTIVES

Review: Volumes I and II

New character: MINORU

New vocabulary: ame

2.2 DIALOGUE

(At Haruko's birthday party)

Minoru: Haruko san, otan'joobi omedetoo!

Haruko: Doomo arigatoo.

Minoru: Haruko san wa ikutsu desu ka?

Haruko: Watashi wa kokonotsu desu.

Minoru: Boku wa yattsu desu yo.

* * * * *

Haruko: Minoru san, okashi o tabemashoo.

Minoru: Hai. Ame o kudasai.

Haruko: Hai. Hitotsu, futatsu, mittsu, yottsu.
Yottsu agemashoo.

Minoru: Doomo arigatoo.

Minoru & Haruko: Oishii ne.

2.3 PRACTICE

2.3.1 Repetition Drill

Let pupils repeat the following sentences:

omedetoo
otan'joobi omedetoo
Haruko san, otan'joobi omedetoo
Minoru san, otan'joobi omedetoo
ikutsu desu ka?
Haruko san wa ikutsu desu ka?
Minoru san wa ikutsu desu ka?
kokonotsu desu
mut[illegible] desu
its[illegible]su desu
mit[illegible]u desu
futatsu desu
hitotsu desu

okashi o tabemashoo
ame o tabemashoo
aisukuriimu o tabemashoo
gohan o tabemashoo
okashi o kudasai
ame o kudasai
keeki o kudasai
rin'go o kudasai

2.3.2 Response Drill

(Model)
Teacher: Hitotsu kudasai.
Class: Hitosu agemashoo.

Suggestions for request: Use the number to ten.

2.3.3 Response Drill

Let pupils give their ages.

(Model)
Teacher: Jon san wa ikutsu desu ka?
John: Boku wa yattsu desu.

2.3.4 Response Drill

(Model)
Teacher: Nani o tabemashoo ka?
Cue: (ame)
Class: Ame o tabemashoo.

Cues: ame, keeki, suika, okashi, mikan, aisukuriimu, etc.

2.3.5 Chain Drill

Let pupils choose the number:

Pupil 1: Ame o kudasai.
Pupil 2: Itsutsu agemashoo.
Ame o kudasai.
Pupil 3: Too agemashoo.
Ame o kudasai.

Etc.

2.3.6 Chain Drill

Teacher: Jon san, otan'joobi omedetoo.
John: Doomo arigatoo.
Merii san, otan'joobi omedetoo.
Mary: Doomo arigatoo.
Yooko san, otan'joobi omedetoo.

Etc.

2.3.7 Chain Drill

Pupil 1: Boku wa yattsu desu.
Anata wa?
Pupil 2: Watashi wa kokonotsu desu.
Anata wa?

Etc.

2.3.8 Dialogue Memorization Drill

2.3.9 Role Playing

2.4 NEW VOCABULARY

ame ..... candy
Minoru ..... boy's name

2.5 SUGGESTED ACTIVITIES

2.5.1 Game: Karuta

Use the text visuals for Volumes I and II. Pupils can supplement them by drawing additional pictures or by collecting magazine illustrations that could be pasted on cards. For large classes, prepare several sets so that many groups can be formed. The teacher should be centrally located in order to hear the responses of the pupils as they find the cards on the table.

Possible cues:

1. Teacher: Mikan wa?
   Pupil: Hai, mikan.

2. Teacher: Mikan o kudasai.
   Pupil: Mikan o agemashoo.

3. Teacher: Mikan ga suki desu ka?
   Pupil: Mikan ga suki desu.

4. Teacher: Mikan ga kirai desu ka?
   Pupil: Mikan ga kirai desu.

5. Teacher: Mikan ga suki desu ka?
   Pupil: Hai, suki desu. or
   Iie, kirai desu.

6. Teacher: Mikan o araimashoo.
   Pupil: Hai, araimashoo.

   Teacher: Mikan o kaimashoo.
   Pupil: Hai, kaimashoo.

   Teacher: Mikan o tabemashoo.
   Pupil: Hai, tabemashoo.

   Teacher: Juusu o nomimashoo.
   Pupil: Hai, nominashoo.

   Teacher: Hon o yomimashoo.
   Pupil: Hai, yomimashoo.

   Teacher: Terebi o mimashoo.
   Pupil: Hai, mimashoo.

Teacher: Maritsuki o shimashoo.
Pupil: Hai, shimashoo.

(Use many combinations of verbs and nouns to elicit the short answers.)

2.5.2 Counting Game

Let pupils say the number that precedes the one given orally by the teacher.

Examples

Teacher: mittsu
Pupil: futatsu

Teacher: yattsu
Pupil: nanatsu

Let pupils say the number that follows the one given orally by the teacher.

Examples

Teacher: yottsu
Pupil: itsutsu

Teacher: hitotsu
Pupil: futatsu

This game can be played by eliciting a group response or individual responses.

Variation: A simple addition or subtraction game may be played. The plus and minus signs can be made by finger motion to cue the pupils on the process involved.

Examples

Teacher: (Making a plus sign)
muttsu, hitotsu
Pupil: Nanatsu desu.

Teacher: (Making a minus sign)
too, mittsu
Pupil: Nanatsu desu.

2.5.3 Exercises

After listening to the dialogue ask pupils to answer the questions in Japanese.

1. Who are at the party?
2. How old is Haruko?
3. How old is Minoru?
4. What are they going to eat?
5. How many candies did Minoru get?

Ask pupils to answer the questions in Japanese.

6. What do you say when you go to a birthday party?
7. What do you say when someone gives you some candy?
8. What do you say when something is delicious?
9. If you want to know Yooko's age, how would you ask her?

2.6 NOTES

2.6.1 Structure

None

2.6.2 Usage

Yattsu agemashoo. The use of numbers with a verb is new in this lesson. When numbers follow verbs, a relational is not used after the number.

Oishii! was introduced in Lesson 14, Volume I. Oishii ne used in this lesson means, "It's delicious, isn't it?"

2.6.3 Culture

Ame is a type of Japanese sweet that was formerly made from wheat gluten. However, most of the ame sold today contain sugar. Some are the hard candy type but others have a toffee-like consistency.

Before World War II ame was sold by peddlers who showed kamishibai (paper-plays) to attract the children. The ame peddlers have disappeared from the street scene of postwar Japan. This is primarily due to the fact that the peddlers can no longer make a living by selling ame on the streets. Another factor is the

popularity of television which keeps children at home.

2.6.4 Pronunciation

None

UNIT 1 LESSON 3

3.1 OBJECTIVES

Review: Volumes I and II

3.2 DIALOGUE

(Going to the zoo)

Haruko: Doobutsuen e ikimashoo!

Minoru: Hai, ikimashoo.

(At the zoo)

Minoru: Raion o mimashoo!

Haruko: Ookii raion desu ne.

(Later ...)

Haruko: Minoru san, saru o mimashoo ka?

Minoru: Hai, mimashoo.

Haruko: Saru wa omoshiroi ne.

3.3 PRACTICE

3.3.1 Repetition Drill

Let pupils repeat the following sentences:

ikimashoo
gakkoo e ikimashoo
maaketto e ikimashoo
doobutsuen e ikimashoo
umi e ikimashoo
yama e ikimashoo

mimashoo
raion o mimashoo

saru o mimashoo
kuma o mimashoo
tora o mimashoo
zoo o mimashoo

omoshiroi ne
saru wa omoshiroi ne
omoshiroi ne
terebi wa omoshiroi ne
man'ga wa omoshiroi ne
kuma wa omoshiroi ne
raion wa omoshiroi ne

3.3.2 Response Drill

(Model)
Teacher: Doko e ikimashoo ka?
Cue: (doobutsuen)
Group 1: Doobutsuen e ikimashoo.

Cues: yama, umi, maaketto, gakkoo, doobutsuen

3.3.3 Response Drill

(Model)
Teacher: Nani o mimashoo ka?
Cue: (saru)
Class: Saru o mimashoo.

Cues: saru, raion, tora, zoo, kuma, neko, uma, inu, tori, sakana, etc.

3.3.4 Response Drill

Let pupils choose the animal:

(Model)
Pupil 1: Nani o mimashoo ka?
Pupil 2: Tori o mimashoo.

3.3.5 Response Drill

Let pupils answer 'yes':

(Model)
Teacher: Gakkoo e ikimashoo ka?
Class: Hai, ikimashoo.

Suggestions for questions: ikimashoo, mimashoo, tabemashoo, yomimashoo, nomimashoo, araimashoo, kaimashoo, shimashoo with a proper object

3.3.6 Substitution Drill

(Model)
Cue: (ookii raion)
Teacher: Ookii raion desu ne.

Cue: (chiisai neko)
Class: Chiisai neko desu ne.

Cues: ookii, chiisai with raion, kuma, tora, nezumi, zoo, neko, uma, inu, saru, etc.

3.3.7 Substitution Drill

(Model)
Cue: (inu)
Teacher: Inu wa omoshiroi ne.

Cue: (saru)
Class: Saru wa omoshiroi ne.

Cues: Same as in 3.3.3.

3.3.8 Chain Drill

Let pupils choose the animal:

Pupil 1: Tora wa omoshiroi ne.
Pupil 2: Zoo wa omoshiroi ne.
Pupil 3: Saru wa omoshiroi ne.

Etc.

3.3.9 Dialogue Memorization Drill

3.3.10 Role Playing

3.4 NEW VOCABULARY

None

3.5 SUGGESTED ACTIVITIES

3.5.1 Game: Charades

Write the names of animals that have appeared in the text thus far on small slips of paper or card. Put them in a box and let 'it' pick one. He is to name the animal shown on the paper or card.

The pupil who guesses correctly becomes the next 'it.'

Pupil A: Sore wa tora desu ka?
'It': Iie, chigaimasu.
Pupil B: Sore wa sakana desu ka?
'It': Iie, chigaimasu.
Pupil C: Sore wa nezumi desu ka?
'It': Hai, soo desu.

Pupil C becomes the next 'it.'

Animals: sakana, kuma, zoo, uma, tori, kame, raion, neko, nezumi, saru, inu, usagi, tora
Passive learning only: kaba, kirin, shika, ushi, rakuda

3.5.2 Exercises

After listening to the dialogue ask pupils to answer in English.

1. Where did Haruko and Minoru go?
2. What did Haruko and Minoru see?
3. Was the lion small?
4. Was the monkey funny?

3.6 NOTES

3.6.1 Structure

None

3.6.2 Usage

Saru wa omoshiroi ne. Omoshiroi ne was introduced in Lesson 5, Volume II, as a useful expression. In this lesson the subject saru wa has been added.

3.6.3 Culture

None

3.6.4 Pronunciation

None

UNIT 2 LESSON 4

4.1 OBJECTIVES

Use of -MASU form.

New vocabulary: hanaya, hon'ya, kooen, kutsuya, okashiya, nikuya, pan'ya, sakanaya, uchi, ikimasu, kaerimasu

4.2 DIALOGUE

(On the way home)

Haruko: Minoru san, doko e ikimasu ka?

Minoru: Kooen e ikimasu.

Haruko san wa?

Haruko: Watashi wa uchi e kaerimasu.

Minoru: Jaa, sayoonara.

Haruko: Sayoonara.

4.3 PRACTICE

4.3.1 Repetition Drill

Let pupils repeat the following sentences:

ikimasu
kooen e ikimasu
ikimasu
hon'ya e ikimasu
ikimasu
sakanaya e ikimasu
okashiya e ikimasu
pan'ya e ikimasu
doko e ikimasu ka?
nikuya e ikimasu
doko e ikimasu ka?

kutsuya e ikimasu
kaerimasu
uchi e kaerimasu

4.3.2 Response Drill

(Model)
Teacher: Doko e ikimasu ka?
Cue: (kooen)
Class: Kooen e ikimasu.

Cues: hanaya, hon'ya, kooen, kutsuya, okashiya, nikuya, pan'ya, sakanaya

4.3.3 Substitution Drill

(Model)
Cue: (umi)
Teacher: Umi e ikimasu.

Cue: (hanaya)
Class: Hanaya e ikimasu.

Cues: Add umi, yama, gakkoo, maaketto to 4.3.2.

4.3.4 Chain Drill

Let pupils choose the place noun:

Pupil 1: Watashi wa kooen e ikimasu.
Anata wa?
Pupil 2: Boku wa gakkoo e ikimasu.
Anata wa?
Pupil 3: Watashi wa hon'ya e ikimasu.
Anata wa?

Etc.

4.3.5 Chain Drill

Let pupils choose the place noun:

Pupil 1: Doko e ikimasu ka?
Pupil 2: Umi e ikimasu.
Doko e ikimasu ka?

Pupil 3: Uchi e kaerimasu.
Doko e ikimasu ka?

Etc.

4.3.6 Dialogue Memorization Drill

4.3.7 Role Playing

4.4 NEW VOCABULARY

hanaya	flower shop
hon'ya	bookstore
ikimasu	-MASU form of iku; (I) will go (See notes)
kaerimasu	-MASU form of kaeru; (I) will return (home)
kooen	park
kutsuya	shoe store
okashiya	candy shop
nikuya	meat shop
pan'ya	bakery
sakanaya	fish shop
uchi	home; house

4.5 SUGGESTED ACTIVITIES

4.5.1 Song

Yuuyake Koyake

Yuuyake, koyake de,
Hi ga kurete,
Yama no otera no
Kane ga naru.
Otete tsunaide,
Mina kaero.
Karasu to issho ni,
Kaerimashoo.

The Sunset Glow

The end of the day is here,
The sky is aglow.
The temple bell in the mountain
Is pealing.
Little children, hand in hand,
Homeward let us go.
Together with the crows in flight,
Homeward let us go.

4.5.2 Exercises

A. Read the sentences orally. See if the pupils can recognize the incorrect sentences. Let them raise their hands when they hear a sentence that is not constructed properly.

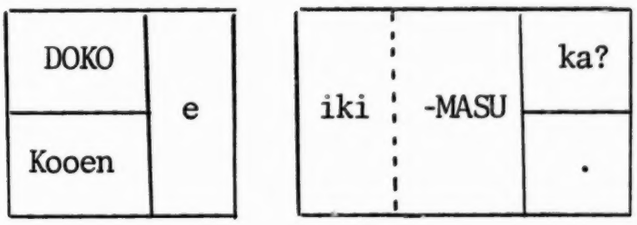
1. Boku wa gakkoo e ikimasu.
* 2. Minoru san, doko o ikimasu ka?
3. Okaasan wa?
* 4. Haruko san, nani e ikimasu ka?
5. Haruko san wa uchi e kaerimasu.
6. Jaa, sayoonara.
* 7. Watashi wa uchi o ikimasu.
8. Watashi wa okashiya e ikimasu.

B. Auditory discrimination: Read each pair of words at a natural speed. Using a finger signal, let pupils recognize the word that is properly pronounced. If the first word is correctly stated, they are to use their pointer finger to show one. If the second word is correct, they are to use the pointer finger and the middle finger to show two.

1.	sayonaara	sayoonara
2.	kooen	koen
3.	kaerimasu	karimasu
4.	okashiiya	okashiya
5.	kutsuya	kutsuuya
6.	honuya	hon'ya

4.6 NOTES

4.6.1 Structure



IKIMASU is the -MASU form of the verb iku, to go. Another form of the same verb, the -MASHOO form, ikimashoo, was introduced in Volume II.

The -MASU form has two functions:

1. Jiroo wa gakkoo e ikimasu.
   (Jiroo goes to school, indicating HABITUAL action.)

2. Kyoo wa gakkoo e ikimasu.
   (I am going to school today, indicating FUTURE action.)

The -MASU form introduced in Volume III involves the second function, indicating future action. The use of the -MASU form indicating habitual action will be introduced in a later volume.

4.6.2 Usage

The suffix -ya can be added to some nouns to form another word. Depending on the context, the new word may refer to a certain store or by adding -san, it may mean a person who is engaged in that business.

Examples:

1.	hon	book
	hon'ya	bookstore
	hon'ya san	a bookdealer
2.	okashi	candy
	okashiya	candy shop
	okashiya san	a confectioner

Supply the following nouns and let pupils guess the name of the store and the person engaged in that business.

(Model)
Teacher: pan
Pupils: pan'ya
pan'ya san
Etc.

Cues: niku, kutsu, shashin, hana, sakana

4.6.3 Culture

Many Japanese shops often use store names ending in -ya where a proper noun precedes the suffix. Shirokiya and Takashimaya are department stores in Tokyo. Some of the Japanese shops in Hawaii with store names ending in -ya are Hoteiya and Musashiya.

4.6.4 Pronunciation

None

UNIT 2 LESSON 5

5.1 OBJECTIVES

Short answers: HAI, KAIMASU;
IIE, KAIMASEN.

New vocabulary: fune, han'baagu, hikooki, jagaimo, sarada, kaimasen, kaimasu, tabemasen, tabemasu

5.2 DIALOGUE

(At the toy shop)

Haruko: Minoru san, fune o kaimasu ka?

Minoru: Iie, kaimasen.

Haruko: Jaa, hikooki o kaimasu ka?

Minoru: Hai, kaimasu.

(To the clerk)

Hikooki o kudasai.

(At Minoru's house)

Minoru: Haruko san, mikan o tabemasu ka?

Haruko: Iie, tabemasen.

Minoru: Jaa, rin'go o tabemasu ka?

Haruko: Hai, tabemasu.

Oishii ne.

5.3 PRACTICE

5.3.1 Repetition Drill

Let pupils repeat the following sentences:

kaimasu
fune o kaimasu
kaimasu
hikooki o kaimasu
tabemasu
jagaimo o tabemasu
tabemasu
sarada o tabemasu
tabemasu
han'baagu o tabemasu

fune o kaimasu ka?
hai, kaimasu
hikooki o kaimasu ka?
iie, kaimasen
sarada o tabemasu ka?
hai, tabemasu
han'baagu o tabemasu ka?
iie, tabemasen

hikooki o kudasai
jagaimo o kudasai
rin'go o kudasai

5.3.2 Response Drill

(Model)
Teacher: Fune o kaimasu ka?
Cue: (yes)
Class: Hai, kaimasu.

Teacher: Hikooki o kaimasu ka?
Cue: (no)
Class: Iie, kaimasen.

Suggestions for questions: Use hon, en'pitsu, nooto, kureyon, etc. with kaimasu.

5.3.3 Response Drill

(Model)
Teacher: Mikan o tabemasu ka?
Cue: (yes)
Class: Hai, tabemasu.

Teacher: Sarada o tabemasu ka?
Cue: (no)
Class: Iie, tabemasen.

Suggestions for questions: Use han'baagu, jagaimo, mikan, rin'go, banana, pan, gohan, etc. with tabemasu.

5.3.4 Response Drill

(Model)
Teacher: Nani o kaimasu ka?
Cue: (fune)
Class: Fune o kaimasu.

Teacher: Nani o tabemasu ka?
Cue: (han'baagu)
Class: Han'baagu o tabemasu.

Cues: Same as in 5.3.2 and 5.3.3.

5.3.5 Response Drill

Use the visual cues:

(Model)
Teacher: Kore wa nan desu ka?
Cue: (jagaimo)
Class: Sore wa jagaimo desu.

Cues: Same as in 5.3.2 and 5.3.3.

5.3.6 Substitution Drill

(Model)
Cue: (fune)
Teacher: Fune o kudasai.

Cue: (hikooki)
Class: Hikooki o kudasai.

Cues: Same as in 5.3.2 and 5.3.3.

5.3.7 Chain Drill

Let pupils select the noun:

Teacher: Fune o kaimasu ka?
Pupil 1: Hai, kaimasu.
Hikooki o kaimasu ka?
Pupil 2: Hai, kaimasu.
Rin'go o kaimasu ka?
Etc.

5.3.8 Chain Drill

Let pupils select the noun:

Teacher: Hon o kaimasu ka?
Pupil 1: Iie, kaimasen.
Mikan o kaimasu ka?
Pupil 2: Iie, kaimasen.
Han'baagu o kaimasu ka?
Etc.

5.3.9 Chain Drill

Let pupils select the noun:

Teacher: Mikan o tabemasu ka?
Pupil 1: Hai, tabemasu.
Jagaimo o tabemasu ka?
Pupil 2: Hai, tabemasu.
Sarada o tabemasu ka?
Etc.

5.3.10 Chain Drill

Let pupils select the noun:

Teacher: Suika o tabemasu ka?
Pupil 1: Iie, tabemasen.
Pan o tabemasu ka?
Pupil 2: Iie, tabemasen.
Banana o tabemasu ka?
Etc.

5.3.11 Dialogue Memorization Drill

5.3.12 Role Playing

5.4 NEW VOCABULARY

fune ..... boat; ship; vessel
han'baagu ..... hamburger
hikooki ..... airplane
jagaimo ..... potato
kaimasen ..... negative form of kaimasu; (I) will not buy
kaimasu ..... -MASU form of kau; (I) will buy
sarada ..... salad

tabemasen ..... negative form of tabemasu; (I) will not eat
tabemasu ..... -MASU form of taberu; (I) will eat

5.5 SUGGESTED ACTIVITIES

5.5.1 Game: Shiritori

As the vocabulary in Japanese is still limited, encourage the pupils to use a word, phrase, or a sentence to play the game. Warn them that any word ending in n' should be avoided.

The pupil is to use the last syllable of the word, phrase, or sentence given by the preceding pupil to say something in Japanese. Start a new game when a word ending is unfamiliar or ends in n'. This game can be played in teams or as a class. Team scores or individual scores may be kept.

Example: Teacher: nezumi
Pupil A: miruku
Pupil B: kudasai
Pupil C: ikimasu
Pupil D: suki desu ka?
Pupil E: kayoobi

(A new game is started by the teacher if words beginning with bi has not been introduced.)

5.5.2 Exercises

A. After reading the first five lines of the dialogue ask pupils to answer the following questions in Japanese.

1. Is Minoru going to buy a boat?
2. Is Minoru going to buy a pencil?
3. What is Minoru going to buy?

After reading the last five lines of the dialogue ask pupils to answer the following questions in Japanese.

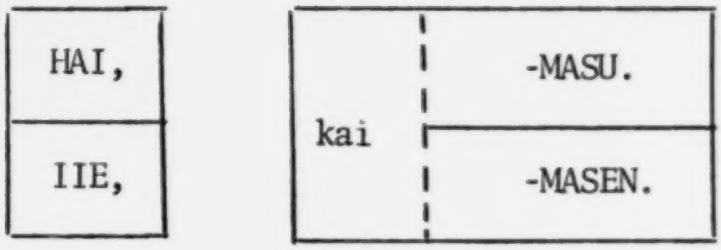
1. Is Haruko going to eat oranges?
2. Is Haruko going to eat bananas?
3. What is Haruko going to eat?

B. Have pupils listen to a set of three words and ask them which two sound alike.

	(1)	(2)	(3)
a.	hikooki	hikooki	hikoki
b.	hikooki	hikoki	hikooki
c.	fuune	fune	fune
d.	fune	fuune	fune
e.	jagaimo	jagaimo	jagamo
f.	jagamo	jagaimo	jagaimo

5.6 NOTES

5.6.1 Structure



The -MASEN form is the negative form of the -MASU form.

Mikan o tabemasu ka?
Iie, tabemasen.

Since the -MASHOO form does not have an equivalent negative form, the -MASEN form was used in Lesson 14, Volume II.

Umi e ikimashoo ka?
Iie, ikimasen.

5.6.2 Usage

The negative sentence in this lesson is limited to the short answer form. A longer form of negative sentence where the relational o is replaced with wa will be introduced in Lesson 7.

5.6.3 Culture

None

5.6.4 Pronunciation

Emphasis suggested:

fu - fune

hi - hikooki

Review suggested:

fu - fune, futatsu

hi - hikooki, hitotsu

ho - hon, hon'ya

UNIT 2 LESSON 6

6.1 OBJECTIVES

Review: Lessons 4 and 5

6.2 DIALOGUE

(Minoru meets Haruko on the street)

Minoru: Haruko san, doko e ikimasu ka?

Haruko: Maaketto e ikimasu.

Minoru: Nani o kaimasu ka?

Haruko: Aisukuriimu o kaimasu.

Minoru: Aisukuriimu ga suki desu ka?

Haruko: Hai, suki desu.

6.3 PRACTICE

6.3.1 Repetition Drill

Let pupils repeat the following sentences:

ikimasu ka?
doko e ikimasu ka?
ikimasu ka?
maaketto e ikimasu ka?
okashiya e ikimasu ka?
kaimasu ka?
nani o kaimasu ka?
kaimasu ka?
aisukuriimu o kaimasu ka?
hikooki o kaimasu ka?

hon'ya e ikimasu ka?
hai, ikimasu
sakanaya e ikimasu ka?
iie, ikimasen

6.3.2 Response Drill

Use visual cues to elicit responses:

(Model)
Teacher: Doko e ikimasu ka?
Cue: (kooen)
Class: Kooen e ikimasu.

Cues: hanaya, hon'ya, kooen, kutsuya, okashiya, nikuya, pan'ya, sakanaya, maaketto, gakkoo, umi, yama, doobutsuen

6.3.3 Response Drill

(Model)
Teacher: Nani o kaimasu ka?
Cue: (okashi)
Class: Okashi o kaimasu.

Cues: okashi, aisukuriimu, ame, banana, suika, mikan, rin'go, fune, hikooki, etc.

6.3.4 Response Drill

(Model)
Teacher: Nani o tabemasu ka?
Cue: (aisukuriimu)
Class: Aisukuriimu o tabemasu.

Cues: pan, gohan, tamago, niku, sakana, ame, okashi, jagaimo, sarada, han'baagu, etc.

6.3.5 Response Drill

(Model)
Teacher: Nani ga suki desu ka?
Cue: (mikan)
Class: Mikan ga suki desu.

Cues: Use the cues in 6.3.3 and 6.3.4.

6.3.6 Response Drill

(Model)
Teacher: Gakkoo e ikimasu ka?
Cue: (yes)
Class: Hai, ikimasu.

Teacher: Maaketto e ikimasu ka?
Cue: (no)
Class: Iie, ikimasen.

Suggestions for questions: Use the cues in 6.3.2.

6.3.7 Response Drill

(Model)
Teacher: Fune o kaimasu ka?
Cue: (yes)
Class: Hai, kaimasu.

Teacher: Hikooki o kaimasu ka?
Cue: (no)
Class: Iie, kaimasen.

Suggestions for questions: Use the cues in 6.3.3.

6.3.8 Response Drill

(Model)
Teacher: Okashi o tabemasu ka?
Cue: (yes)
Class: Hai, tabemasu.

Teacher: Suika o tabemasu ka?
Cue: (no)
Class: Iie, tabemasen.

Suggestions for questions: Use the cues in 6.3.4.

6.3.9 Response Drill

(Model)
Teacher: Banana ga suki desu ka?
Cue: (yes)
Class: Hai, suki desu.

Teacher: Rin'go ga suki desu ka?
Cue: (no)
Class: Iie, kirai desu.

Suggestions for questions: Use the cues in 6.3.3 and 6.3.4.

6.3.10 Response Drill

Let pupils select the question and yes or no answer:

(Model)·
Pupil 1: Okashi o tabemasu ka?
Pupil 2: Hai, tabemasu.

Pupil 3: Kooen e ikimasu ka?
Pupil 4: Iie, ikimasen.

6.3.11 Chain Drill

Let pupils choose the noun:

Teacher: Gakkoo e ikimasu.
Anata wa?
Pupil 1: Kooen e ikimasu.
Anata wa?
Pupil 2: Maaketto e ikimasu.

Etc.

6.3.12 Chain Drill

Let pupils choose the noun and the short answer:

Teacher: Hikooki o kaimasu ka?
Pupil 1: Hai, kaimasu. or Iie, kaimasen.
Fune o kaimasu ka?
Pupil 2: Hai, kaimasu. or Iie, kaimasen.
Hon o kaimasu ka?

Etc.

6.3.13 Chain Drill

Let pupils choose the noun:

Teacher: Tamago o tabemasu.
Anata wa?
Pupil 1: Sakana o tabemasu.
Anata wa?
Pupil 2: Banana o tabemasu.
Anata wa?

Etc.

6.3.14 Dialogue Memorization Drill

6.3.15 Role Playing

6.4 NEW VOCABULARY

None

6.5 SUGGESTED ACTIVITIES

6.5.1 Game: Sitting on the Throne

This game provides an opportunity for pupils to ask questions using the interrogative words learned in class. One pupil is selected as 'it.' He sits on a high stool and pretends that he is sitting on the throne. The pupils take turns and ask different questions. 'It' must answer the questions correctly. He may deviate from factual information but the sentence construction must be correct. The pupil who asks the question which was incorrectly answered sits on the throne and becomes the next 'it.'

Example:
Pupil A: Nani o tabemasu ka?
'It': Aisukuriimu o tabemasu.
Pupil B: Doko e ikimasu ka?
'It': Gakkoo e ikimasu.
Pupil C: Nani ga suki desu ka?
'It': Rin'go ga suki desu.

Etc.

6.6 NOTES

None

UNIT 3 LESSON 7

7.1 OBJECTIVES

Use of WA in a negative sentence.

Use of MO replacing O.

New vocabulary: hooku, koppu, kyuuri, naifu, nin'jin, osara, osaji, tomato, sukoshi, nomimasen, nomimasu

7.2 DIALOGUE

(At the dinner table)

Okaasan: Haruko san, nin'jin o tabemasu ka?

Haruko: Iie, nin'jin wa tabemasen.

Okaasan: Kyuuri wa?

Haruko: Hai., sukoshi kudasai.

Okaasan: Tomato mo tabemasu ka?

Haruko: Hai, tomato mo kudasai.

7.3 PRACTICE

7.3.1 Repetition Drill

Let pupils repeat the following sentences:

tabemasu
kyuuri o tabemasu
nin'jin o tabemasu
tomato o tabemasu
tabemasen
kyuuri wa tabemasen
nin'jin wa tabemasen
tomato wa tabemasen
nomimasu
omizu o nomimasu

juusu o nomimasu
miruku o nomimasu
nomimasen
omizu wa nomimasen
juusu wa nomimasen
miruku wa nomimasen

Let pupils repeat the sentences in pairs:

omizu o nomimasu
   juusu mo nomimasu
miruku o nomimasu
   omizu mo nomimasu
kyuuri o tabemasu
   nin'jin mo tabemasu
tomato o tabemasu ka?
   jagaimo mo tabemasu ka?
miruku o nomimasu ka?
   juusu mo nomimasu ka?
omizu o nomimasu ka?
   miruku mo nomimasu ka?

hooku o kudasai
   naifu mo kudasai
osara o kudasai
   osaji mo kudasai
koppu o kudasai
   hooku mo kudasai
kyuuri o kudasai
   sukoshi kudasai
jagaimo o kudasai
   sukoshi kudasai
tomato o kudasai
   sukoshi kudasai

7.3.2 Response Drill

(Model)
Teacher: Nani o tabemasu ka?
Cue: (han'baagu)
Class: Han'baagu o tabemasu.

Cues: kyuuri, nin'jin, tomato, sarada, sakana, keeki, okashi, aisukuriimu, etc.

7.3.3 Response Drill

Let pupils answer 'no':

(Model)
Teacher: Gohan o tabemasu ka?
Class: Iie, gohan wa tabemasen.

Suggestions for questions: niku, pan, tamago, banana, rin'go, suika, mikan, ame, jagaimo, etc.

7.3.4 Response Drill

Let pupils answer 'no':

(Model)
Teacher: Miruku o nomimasu ka?
Class: Iie, miruku wa nomimasen.

Suggestions for questions: omizu, juusu, miruku

7.3.5 Response Drill

Let pupils answer 'yes':

(Model)
Teacher: Pan o tabemasu ka?
Class: Hai, pan o tabemasu.
Teacher: Niku mo tabemasu ka?
Class: Hai, niku mo tabemasu.

Suggestions for questions: Use the cues in 7.3.2 or 7.3.3.

7.3.6 Response Drill

Let pupils answer 'yes':

(Model)
Teacher: Miruku o nomimasu ka?
Class: Hai, miruku o nomimasu.
Teacher: Omizu mo nomimasu ka?
Class: Hai, omizu mo nomimasu.

Suggestions for questions: Use the cues in 7.3.4.

7.3.7 Response Drill

Let pupils ask questions and answer them 'no':

(Model)
Pupil 1: Nin'jin o tabemasu ka?
Pupil 2: Iie, nin'jin wa tabemasen.

Suggestions for questions: Use the cues in 7.3.2.

7.3.8 Response Drill

Let pupils choose two items:

(Model)
Teacher: Nani o tabemasu ka?
Pupil 1: Rin'go o tabemasu.
Mikan mo tabemasu.

7.3.9 Substitution Drill

(Model)
Cue: (hooku)
Teacher: Hooku o kudasai.
Cue: (osaji)
Teacher: Osaji mo kudasai.

Cue: (koppu)
Class: Koppu o kudasai.
Cue: (naifu)
Class: Naifu mo kudasai.

Cues: hooku, koppu, naifu, osara, osaji and cues in 7.3.3.

7.3.10 Chain Drill

Let pupils choose the item:

Pupil 1: Jagaimo wa?
Pupil 2: Hai, sukoshi kudasai.
Tomato wa?
Pupil 3: Hai sukoshi kudasai.
Kyuuri wa?

Etc.

7.3.11 Chain Drill

Let pupils choose the item:

Pupil 1: Nani o tabemasu ka?
Pupil 2: Kyuuri o tabemasu.
Nani o tabemasu ka?
Pupil 3: Niku o tabemasu.
Nani o tabemasu ka?
Etc.

7.3.12 Chain Drill

Let pupils choose the item and the verb:

Pupil 1: Miruku o nomimasu.
Pupil 2: Omizu mo nomimasu.
Pan o kaimasu.
Pupil 3: Okashi mo kaimasu.
Tamago o tabemasu.
Etc.

7.3.13 Dialogue Memorization Drill

7.3.14 Role Playing

7.4 NEW VOCABULARY

hooku	fork
koppu	tumbler
kyuuri	cucumber
mo	(See notes)
naifu	knife
nin'jin	carrot
nomimasen	negative form of nomimasu; (I) will not drink
nomimasu	-MASU form of nomu; (I) will drink
osara	plate
osaji	spoon
sukoshi	few; little
tomato	tomato
wa	(See notes)

7.5 SUGGESTED ACTIVITIES

7.5.1 Game: Toss Salad

This game reviews the names of food introduced in this lesson and in previous lessons. It also reinforces the use of wa in a negative sentence.

Procedure: Assign a number to each pupil. Write the numbers on small cards and place them in a box or an envelope. The teacher takes a card and calls out the number. The pupil assigned to that number must say a negative sentence about food. Encourage the pupils to continue the game without repeating the items. Visual cards may be used to give cues to speed the responses.

Examples: Teacher: Nine
Pupil 9: Nin'jin wa tabemasen.

Teacher: Twenty-two
Pupil 22: Miruku wa nomimasen.

7.5.2 Exercises

A. After listening to the dialogue ask pupils to answer the questions in Japanese.

1. Is Haruko going to eat any carrots?
2. Is Haruko going to eat any cucumbers?
3. What is Haruko going to eat in addition to cucumbers?

B. Auditory discirmination: After listening to the set of words, ask pupils which one is correct.

1.	osara	osada
2.	kyuuri	kyuudi
3.	sukoshi	sutoshi
4.	tomado	tomato
5.	kopu	koppu

7.5.3 Song

Ame

Ame ga furimasu, ame ga furu.
Asobi ni yukitashi, kasa wa nashi,
Benio no kakko no o ga kireta.

Ame ga furimasu, ame ga furu.
Iya demo ouchi de asobimashoo,
Chiyogami orimashoo, tatamimashoo.

Rain

It is raining, raining, raining.
I want to go out, but there's no umbrella.
The red cord of my wooden clog is broken.

It is raining, raining, raining.
We don't like it, but let's play at home.
Let's fold colored papers and turn them.

7.6 NOTES

7.6.1 Structure

The relational wa introduced in this lesson takes the place of the relational o, and it often occurs in negative sentences. This use of wa is not absolute. However, it is desirable to establish the habit of using wa in a negative sentence.

Nin'jin o tabemasu. (I'll eat carrots.)
Nin'jin wa tabemasen. (I won't eat carrots.)

The relational mo takes the place of the relational o in this lesson and means 'also.'

Kyuuri o tabemasu. (I'll eat cucumbers.)
Tomato mo tabemasu. (I'll also eat tomatoes.)

7.6.2 Usage

In this lesson the adverb, sukoshi, is introduced with kudasai to form the expression, "Sukoshi kudasai." As adverbs have not been introduced as a structural point, the use of sukoshi will be limited to the above expression. The English equivalent is "Please give me a little (or a few)."

7.6.3 Culture

The Japanese pronounce English and other foreign words in terms of their own native sound system when using them in Japanese sentences. Although some segments of a word may sound alike, the pronunciation of the Japanized version is distinct from English or other foreign words. Some examples are hooku-fork, naifu-knife, miruku-milk, koppu-cup. Tomato is spelled alike in both languages but the pronunciation is not the same.

7.6.4 Pronunciation

Emphasis suggested on the difference between the original words and Japanese gairaigo (loanwords):

hooku -- fork

koppu -- cup

tomato -- tomato

han'baagu -- hamburger

naifu -- knife

sarada -- salad

UNIT 3 LESSON 8

8.1 OBJECTIVES

Useful expressions: HAI, II DESU YO;
WARATTE KUDASAI;
HAI, DEKIMASHITA.

New vocabulary: obasan, ojisan, shin'bun, zasshi, araimasen, araimasu, mimasen, mimasu, shimasen, shimasu, (shashin wa) torimasen, (shashin o) torimasu, yomimasen, yomimasu

8.2 DIALOGUE

(Minoru is a shutterbug)

Minoru: Obasan, kon'nichi wa!

Obasan: Minoru san, kon'nichi wa!

Minoru: Obasan no shashin o torimasu yo!

Obasan: Jaa, chotto matte ne!

(Obasan poses for Minoru)

Hai, ii desu yo!

Minoru: Waratte kudasai!

(Minoru snaps the picture)

Hai, dekimashita!

8.3 PRACTICE

8.3.1 Repetition Drill

Let pupils repeat the following sentences:

chotto matte ne
hai, ii desu yo
waratte kudasai

hai, dekimashita
torimasu yo
shashin o torimasu yo
obasan no shashin o torimasu yo
torimasu yo
shashin o torimasu yo
ojisan no shashin o torimasu yo
shashin o torimasu ka?
dare no shashin o torimasu ka?
oniisan no shashin o torimasu
oneesan no shashin o torimasu
otooto no shashin o torimasu
imooto no shashin o torimasu

te o araimasu
ashi wa araimasen
osara o araimasu
koppu wa araimasen
shin'bun o yomimasu
zasshi wa yomimasen
nani o shimasu ka?
nawatobi o shimasu
kakekko wa shimasen
terebi o mimasu
shashin wa mimasen

8.3.2 Response Drill

(Model)
Teacher: Nani o shimasu ka?
Cue: (shashin o torimasu)
Class: Shashin o torimasu.

Cues: Show the visual and combine the action to elicit the responses for: araimasu, mimasu, shimasu, yomimasu, torimasu with proper nouns.

8.3.3 Response Drill

Let pupils give the cue:

(Model)
Pupil 1: Nani o shimasu ka?
Cue: (zasshi o yomimasu)
Class: Zasshi o yomimasu.

Cues: Same as in 8.3.2.

8.3.4 Response Drill

Let pupils answer 'no':

(Model)
Teacher: Jagaimo o araimasu ka?
Class: Iie, jagaimo wa araimasen.

Suggestions for questions: araimasu with jagaimo, osara, hooku, nin'jin; mimasu with man'ga, terebi, zasshi; yomimasu with shin'bun, zasshi, hon; torimasu with shashin; shimasu with nawatobi, kakuren'bo, etc.

8.3.5 Response Drill

Let pupils answer 'yes':

(Model)
Teacher: Hooku mo araimasu ka?
Class: Hai, hooku mo araimasu.

Suggestions for questions: araimasu with kyuuri, tomato, osaji; mimasu with shin'bun, shashin; yomimasu with man'ga, zasshi; torimasu with shashin; shimasu with kakekko, maritsuki, etc.

8.3.6 Response Drill

(Model)
Teacher: Dare no shashin o torimasu ka?
Cue: (otoosan)
Class: Otoosan no shashin o torimasu.

Cues: okaasan, oniisan, oneesan, otooto, imooto, obasan, ojisan, obaasan, ojiisan, sen'sei, and names of pupils

8.3.7 Substitution Drill

Let pupils choose the second item:

(Model)
Teacher: Tomato o araimasu.
Pupil 1: Kyuuri mo araimasu.

8.3.8 Chain Drill

Let pupils answer the question with their own choice of activities:

Pupil 1: Nani o shimasu ka?
Pupil 2: Shashin o mimasu.
Nani o shimasu ka?
Pupil 3: Maritsuki o shimasu.
Nani o shimasu ka?

Etc.

8.3.9 Chain Drill

Let pupils choose their questions and answer them 'no':

Pupil 1: Zasshi o yomimasu ka?
Pupil 2: Iie, zasshi wa yomimasen.
Terebi o mimasu ka?
Pupil 3: Iie, terebi wa mimasen.
Shashin o torimasu ka?

Etc.

8.3.10 Dialogue Memorization Drill

8.3.11 Role Playing

Pupils' names can be used when acting out this dialogue.

8.4 NEW VOCABULARY

araimasen ..... negative form of araimasu; (I) will not wash
araimasu ..... -MASU form of arau; (I) will wash
hai, dekimashita ..... It's done. (See notes)
hai, ii desu yo ..... I'm ready. (See notes)
mimasen ..... negative form of mimasu; (I) will not see
mimasu ..... -MASU form of miru; (I) will see

obasan ..... lady; aunt
ojisan ..... man; uncle
shimasen ..... negative form of shimasu; (I) will not do
shimasu ..... -MASU form of suru; (I) will do
shin'bun ..... newspaper
(shashin wa) torimasen .... I will not take (a photograph)
(shashin o) torimasu ..... I will take (a photograph)
waratte kudasai ..... Please smile!
yomimasen ..... negative form of yomimasu; (I) will not read
yomimasu ..... -MASU form of yomu; (I) will read
zasshi ..... magazine

8.5 SUGGESTED ACTIVITIES

8.5.1 Game: Smile!

An inexpensive camera (without the film) can be used or an improvised camera can be made from a small box. Cut out funny portraits or pictures of children and adults from magazines and mount them on 4" x 6" cards. Separate the illustrations by the different sexes. Keep the cards in a box.

The game can be played in pairs or one pupil can snap several pictures, repeating the dialogue each time. After the photographer says, "Hai, dekimashita!" he takes a picture from the box and gives it to the pupil who posed for the photograph. To make the game funny, the photographer should select a picture that represents an opposite characteristic of the pupil. For example, he might choose a picture of a boy with a toothless smile for a pupil who is not toothless.

Example:
John: Jooji san no shashin o torimasu yo!
George: Jaa, chotto matte ne! (straightens out) Hai, ii desu yo!
John: Waratte kudasai! (snaps the picture) Hai, dekimashita!

(John selects a funny picture of a boy and gives it to George.)

8.5.2 Exercises

A. Sentence completion

1. Ojisan no shashin o torimasu yo.
2. Oneesan no shashin wa torimasen.
3. Hai, ii desu yo.
4. Obasan, waratte kudasai.
5. Okaasan no shashin wa torimasen.
6. Shin'bun wa yomimasen.

B. Ask pupils to answer the questions in Japanese.

1. What would you say to the photographer if you want to comb your hair before picture taking?
2. What would you say to the photographer to let him know that you are ready to be snapped?
3. If the photographer wants you to smile, what would he say?
4. When the photographer is finished snapping the picture, what would he say?

8.6 NOTES

8.6.1 Structure

None

8.6.2 Usage

Obasan and ojisan are used in informal situations by children and adults when calling or referring to persons who are between post-teen through middle age. They also mean aunt and uncle, respectively.

Obasan and ojisan are more frequently used by children. Adults tend to use the surname plus -san or the first name plus -san in addressing another adult.

Example: When speaking to Miss Tokie Tanaka, age 25, (a close friend of the family), the expressions will vary according to the age of the speaker.

child's mother:	Tokie san, kon'nichi wa.
child:	Obasan, kon'nichi wa.
store clerk:	Tanaka san, kon'nichi wa.

The verb toru means 'to take.' In this lesson the use of toru is limited to the phrase, shashin o toru. The other use of toru will be introduced later.

Obasan no shashin o torimasu means 'I'm going to take your picture.' Children generally do not address adults as anata but use obasan, ojisan, sen'sei, etc.

Hai, ii desu yo! in this context is equivalent to 'Now, I'm ready.' This is introduced as a useful expression in this lesson.

Waratte kudasai means 'Please smile!' As the -TE form is not introduced yet, this is introduced as a useful expression.

Hai, dekimashita. It literally means 'It's done' or 'I'm finished.'

8.6.3 Culture

The Japanese take a great deal of interest in picture taking. Parents photograph their children on all kinds of occasions, including special holidays like New Year's, Children's Day, Shichi-go-san, etc. Part of the enthusiasm in cameras is due to the fact that Japan is today's world leader in the camera industry.

8.6.4 Pronunciation

Emphasis suggested:

tte -- waratte

sshi -- zasshi

UNIT 3 LESSON 9

9.1 OBJECTIVES

Review: Lessons 7 and 8

9.2 DIALOGUE

(Haruko entertains her neighbors in the living room, while mother prepares refreshments)

Haruko: Ojisan, shin'bun o yomimasu ka?

(Haruko offers the newspaper)

Ojisan: Hai, doomo arigatoo.

Haruko: Doo itashimashite.

Obasan, terebi o mimasu ka?

Obasan: Iie, terebi wa mimasen.

Haruko: Jaa, zasshi wa?

Obasan: Hai, zasshi o mimashoo.

9.3 PRACTICE

9.3.1 Repetition Drill

Let pupils repeat the sentences in pairs:

hon o yomimasu
shin'bun mo yomimasu
man'ga o yomimasu
zasshi wa yomimasen
zasshi o mimasu
shin'bun mo mimasu
fune o mimasu
hikooki wa mimasen
naifu o araimasu
osaji mo araimasu

osara o araimasu
koppu wa araimasen

9.3.2 Response Drill

Let pupils answer 'no':

(Model)
Teacher: Shashin o torimasu ka?
Class: Iie, shashin wa torimasen.

Suggestions for questions:	jagaimo kyuuri nin'jin	o tabemasu ka?
	juusu omizu miruku	o nomimasu ka?
	hooku naifu osaji	o araimasu ka?
	shin'bun zasshi man'ga	o yomimasu ka?
	terebi shashin hikooki	o mimasu ka?

9.3.3 Response Drill

Let pupils answer 'yes' to the first question and 'no' to the second question:

(Model)
Teacher: Nin'jin o tabemasu ka?
Class: Hai, nin'jin o tabemasu.
Teacher: Kyuuri mo tabemasu ka?
Class: Iie, kyuuri wa tabemasen.

Suggestions for questions: Add the following nouns to the verbs in 9.3.2: tomato, han'baagu, sarada, osara, koppu, te, kao, ashi, fune, etc.

9.3.4 Response Drill

Let pupils ask the question in the same way as in 9.3.3:

(Model)
Pupil 1: Te o araimasu ka?
Pupil 2: Hai, te o araimasu.
Pupil 1: Ashi mo araimasu ka?
Pupil 2: Iie, ashi wa araimasen.

9.3.5 Chain Drill

Let pupils choose their own activities:

Pupil 1: Nani o shimasu ka?
Pupil 2: Terebi o mimasu.
Nani o shimasu ka?
Pupil 3: Man'ga o yomimasu.
Nani o shimasu ka?

Etc.

9.3.6 Chain Drill

Let pupils choose their own activities:

Pupil 1: Hon o yomimasu.
Pupil 2: Shin'bun mo yomimasu.
Nawatobi o shimasu.
Pupil 3: Kakekko mo shimasu.
Ashi o araimasu.

Etc.

9.3.7 Dialogue Memorization Drill

9.3.8 Role Playing

9.4 NEW VOCABULARY

None

9.5 SUGGESTED ACTIVITIES

9.5.1 Game: Twenty Questions

The game stimulates vocabulary recall. 'It' gives one cue sentence. The class attempts to guess the word by asking no more than 20 questions.

Example

'It': I am thinking of something that is noisy.
Pupil 1: Sore wa inu desu ka?
'It': Iie, chigaimasu.
Pupil 2: Sore wa raion desu ka?
'It': Iie, chigaimasu.

Etc.

Cue sentences

I am thinking of something:

that is funny
to read
you like to do
that is pretty
that is long
that is short
that is delicious
that is old
that is round
that is heavy
that is colorful
you can buy at the store

Etc.

9.5.2 Auditory discrimination

After listening to the set of words ask pupils which two are alike.

	(1)	(2)	(3)
1.	obasan	obasan	obaasan
2.	obaasan	obasan	obasan
3.	ojisan	ojiisan	ojisan
4.	ojiisan	ojisan	ojisan

5.	shin'bun	shin'bun	shibun
6.	shin'bun	shibun	shin'bun
7.	nin'jin	nin'jin	nijin
8.	nijin	nin'jin	nin'jin
9.	waratte	waratte	warate
10.	warate	waratte	waratte
11.	zasshi	zashi	zasshi
12.	zasshi	zasshi	zashi
13.	kopu	koppu	koppu
14.	koppu	kopu	koppu

9.6 NOTES

9.6.1 Structure

None

9.6.2 Usage

To the question 'Kyuuri mo araimasu ka?' the negative answer 'Iie, kyuuri wa araimasen' is added in the practice section.

9.6.3 Culture

Japan ranks among the world leaders in mass communication media. This is primarily due to the high literacy rate among the people and to the Japanese engineering ingenuity. On the average, every household subscribes to two daily newspapers.

Tokyo Tower, a television transmission tower, is the tallest structure of its kind in the world. As for the number of television sets, Japan ranks second to the United States. In 1960 Japan became the second country in the world following the United States to start regular color television broadcasting.

9.6.4 Pronunciation

None

UNIT 4 LESSON 10

10.1 OBJECTIVES

Use of -MASHITA.

Useful expression: JOOZU DESU NE.

New vocabulary: e, kinoo, tegami, yakyuu, kakimashita, mimashita, nomimashita, shimashita, tabemashita, yomimashita

10.2 DIALOGUE

(Talking about Sunday activities)

Haruko: Kinoo nani o shimashita ka?

Minoru: Yakyuu o shimashita.

Haruko san wa?

Haruko: E o kakimashita.

(Haruko shows her picture)

Minoru: Joozu desu ne.

10.3 PRACTICE

10.3.1 Repetition Drill

Let pupils repeat the following sentences:

shimashita
yakyuu o shimashita
kinoo yakyuu o shimashita
kakimashita
e o kakimashita
kinoo e o kakimashita
mimashita
terebi o mimashita
kinoo terebi o mimashita

nomimashita
miruku o nomimashita
kinoo miruku o nomimashita
tabemashita
niku o tabemashita
kinoo niku o tabemashita
yomimashita
tegami o yomimashita
kinoo tegami o yomimashita
kore wa watashi/boku no e desu
joozu desu ne

10.3.2 Response Drill

Use the visual to elicit the response:

(Model)
Teacher: Nani o shimashita ka?
Cue: (hon o yomimashita)
Class: Hon o yomimashita.

Cues: tegami, zasshi, man'ga with yomimashita; e, tegami with kakimashita; terebi, man'ga with mimashita; yakyuu, nawatobi, kakuren'bo with shimashita, etc.

10.3.3 Response Drill

(Model)
Teacher: Kinoo nani o tabemashita ka?
Cue: (sakana)
Class: Sakana o tabemashita.

Cues: sakana, tamago, niku, han'baagu, suika, keeki, etc. with tabemashita; juusu, miruku, omizu with nomimashita

10.3.4 Substitution-Correlation Drill

Let pupils choose the verb according to the cue:

(Model)
Cue: (e)
Teacher: Kinoo e o kakimashita.

Cue: (yakyuu)
Class: Kinoo yakyuu o shimashita.

Cues: e, tegami, hon, yakyuu, zasshi, terebi, maritsuki, kakekko, sarada, tomato, jagaimo, juusu, miruku, etc.

10.3.5 Response Drill

Use pupils' names and paintings as cues:

(Model)
Group 1: Sore wa Merii san no e desu.
Group 2: Joozu desu ne.

10.3.6 Chain Drill

Let pupils hold their own paintings:

Pupil 1: Kore wa boku no e desu.
Pupil 2: Joozu desu ne.
Kore wa watashi no e desu.
Pupil 3: Joozu desu ne.
Kore wa boku no e desu.

Etc.

10.3.7 Chain Drill

Let pupils choose their own activities:

Teacher: Kinoo terebi o mimashita.
Merii san wa?
Mary: Kinoo e o kakimashita.
Jooji san wa?
George: Kinoo yakyuu o shimashita.
Jon san wa?

Etc.

10.3.8 Dialogue Memorization Drill

10.3.9 Role Playing

10.4 NEW VOCABULARY

e ..... drawing; painting
joozu desu ne ..... It's good. (See notes)

kakimashita ..... -MASHITA form of kaku; (I) drew and (I) wrote
kinoo ..... yesterday
mimashita ..... -MASHITA form of miru; (I) saw
nomimashita ..... -MASHITA form of nomu; (I) drank
shimashita ..... -MASHITA form of suru; (I) did
tabemashita ..... -MASHITA form of taberu; (I) ate
tegami ..... letter
yakyuu ..... baseball
yomimashita ..... -MASHITA form of yomu; (I) read

10.5 SUGGESTED ACTIVITIES

10.5.1 Exercises

After listening to the dialogue ask pupils if the following statements are true or not.

1. Minoru san wa kinoo terebi o mimashita.
2. Minoru san wa kinoo tegami o kakimashita.
3. Minoru san wa kinoo yakyuu o shimashita.
4. Haruko san wa kinoo nawatobi o shimashita.
5. Haruko san wa kinoo zasshi o yomimashita.
6. Haruko san wa kinoo e o kakimashita.

10.5.2 Song

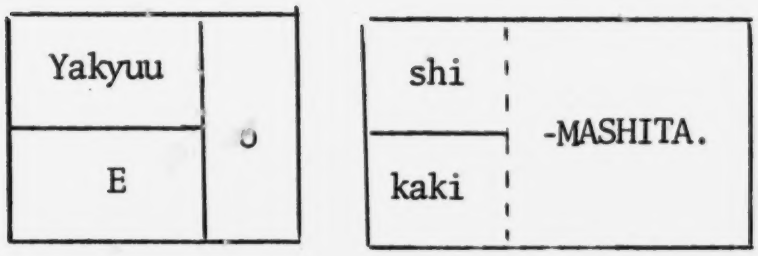
Don'guri-koro-koro

Don'guri-koro-koro, don'buriko!
Oike ni hamatte, saa taihen.
Dojoo ga dete kite, kon'nichi wa.
Botchan issho ni asobimasho!

The rolling acorn fell into the pond.
Splash! Oh, how terrible!
"Good afternoon," said the mudfish to the acorn,
"Little boy, let's play together!"

10.6 NOTES

10.6.1 Structure



The verb ending -MASHITA indicates the affirmative past tense. It denotes completion of an action.

Yakyuu o shimashita. I did (played) baseball.
E o kakimashita. I drew a picture.

10.6.2 Usage

Joozu desu ne is introduced in this lesson as a useful expression. In this context it means "Gee, you draw well" or "The painting is good." The expression is used when a task is well done.

The verb kaku, introduced as kakimashita in this lesson, has two major meanings: to write something and to draw or paint a picture. As the English equivalent for kakimashita depends on the context, it is suggested that both meanings be taught.

10.6.3 Culture

Baseball, described as the national sport, is very popular in Japan today. It attracts large crowds of interested spectators of all ages for games played at both the amateur and professional levels.

10.6.4 Pronunciation

None

UNIT 4 LESSON 11

11.1 OBJECTIVES

Use of DE with place nouns.

Useful expression: KINOO WA OYASUMI DESHITA NE.

New vocabulary: niwa, oyasumi, pikunikku, Waikiki, sorekara, asobimashita, ikimashita, oyogimashita

11.2 DIALOGUE

(More about weekend activities)

Sen'sei: Kinoo wa oyasumi deshita ne.

Minoru san, doko de oyogimashita ka?

Minoru: Waikiki de oyogimashita.

Sen'sei: Haruko san wa nani o shimashita ka?

Haruko: Kooen de asobimashita.

Sorekara pikunikku o shimashita.

11.3 PRACTICE

11.3.1 Repetition Drill

Let pupils repeat the following sentences:

asobimashita
kooen de asobimashita
uchi de asobimashita
niwa de asobimashita
gakkoo de asobimashita
oyogimashita
umi de oyogimashita
Waikiki de oyogimashita

pikunikku o shimashita
kooen de pikunikku o shimashita
yakyuu o shimashita
kooen de yakyuu o shimashita
nawatobi o shimashita
niwa de nawatobi o shimashita

hon o yomimashita
gakkoo de hon o yomimashita
uchi de hon o yomimashita

doko e ikimashita ka?
doko de oyogimashita ka?
doko de asobimashita ka?

kooen e ikimashita
Waikiki e ikimashita
doobutsuen e ikimashita

kinoo wa oyasumi deshita
kyoo wa oyasumi desu

11.3.2 Response Drill

(Model)
Teacher: Doko de asobimashita ka?
Cue: (kooen)
Class: Kooen de asobimashita.

Cues: gakkoo, uchi, niwa, doobutsuen, umi, yama, etc.

11.3.3 Response Drill

(Model)
Group 1: Doko de oyogimashita ka?
Cue: (Waikiki)
Group 2: Waikiki de oyogimashita.

Cues: Waikiki, umi and other beach names familiar to the pupils

11.3.4 Response Drill

Let pupils choose the place noun:

(Model)
Teacher: Doko e ikimashita ka?
Pupil 1: Waikiki e ikimashita.

11.3.5 Response Drill

(Model)
Teacher: Doko de yomimashita ka?
Cue: (gakkoo)
Class: Gakkoo de yomimashita.

Suggestions for questions: asobimashita, kakimashita, oyogimashita, mimashita, yomimashita, shimashita, tabemashita, nomimashita

Cues: kooen, uchi, gakkoo, niwa, umi, yama, hon'ya, maaketto, doobutsuen, hanaya, etc.

11.3.6 Substitution-Correlation Drill

Let pupils choose the noun and the relational:

(Model)
Cue: (ikimashita)
Teacher: Kooen e ikimashita.

Cue: (asobimashita)
Pupil 1: Uchi de asobimashita.

Cues: asobimashita, ikimashita, kakimashita, oyogimashita, shimashita, tabemashita, nomimashita

11.3.7 Response Drill

Let pupils choose the place noun:

(Model)
Teacher: Doko de oyogimashita ka? or
Doko e ikimashita ka?
Pupil 1: Waikiki de oyogimashita. or
Waikiki e ikimashita.

Suggestions for questions: doko de, doko e with a proper verb

11.3.8 Response Drill

Let pupils choose the activity:

(Model)
Teacher: Kinoo nani o shimashita ka?
Pupil 1: Hon'ya e ikimashita.
Teacher: Sorekara nani o shimashita ka?
Pupil 1: Sorekara uchi de hon o yomimashita.

11.3.9 Chain Drill

Let pupils choose the activity:

Teacher: Yakyuu o shimashita.
Sorekara hon o yomimashita.
Anata wa?
Pupil 1: E o kakimashita.
Sorekara kooen e ikimashita.
Anata wa?
Pupil 2: Waikiki de oyogimashita.
Sorekara han'baagu o tabemashita.
Anata wa?

Etc.

11.3.10 Dialogue Memorization Drill

11.3.11 Role Playing

11.4 NEW VOCABULARY

asobimashita ..... -MASHITA form of asobu; (I) played
de ..... (See notes)
ikimashita ..... -MASHITA form of iku; (I) went
kinoo wa oyasumi deshita ne ..... It was a holiday yesterday, wasn't it?
oyasumi ..... holiday
oyogimashita ..... -MASHITA form of oyogu; (I) swam
niwa ..... yard; garden
pikunikku ..... picnic
sorekara ..... then; after that (See notes)
Waikiki ..... a locality in Honolulu, famous for its beach

11.5 SUGGESTED ACTIVITIES

11.5.1 Game: Relationals

This game reinforces the correct use of relationals de, e and o in the proper context.

Divide the class in teams of two or three. A team gets a point if the designated pupil can give the oral response (1) correctly and (2) within a reasonable time limit. The second hand of the wall clock in a classroom can be used to standardize the time limit.

Directions for the game should include: (1) how a team can score a point, (2) a team forfeits the chance to score if others give assistance, (3) time limit for oral responses, etc. The limit should be determined by the students' language ability.

Examples

Teacher: de
Pupil 1: Niwa de yomimasu.

Teacher: o
Pupil 2: Banana o tabemashita.

Etc.

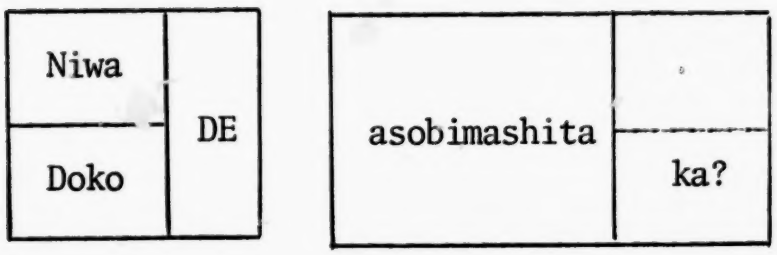
11.5.2 Exercises

After listening to the entire dialogue ask pupils to answer the following questions in Japanese.

1. Was it Sunday (or a holiday) yesterday?
   (The expected answer is 'hai, soo desu.')
2. Did Minoru go to the beach?
3. Did he go to Waikiki?
4. What did he do there?
5. Did Haruko go to the park?
6. What did she do there?
7. And then what did she do?

11.6 NOTES

11.6.1 Structure



De in this lesson is preceded by a place noun and indicates the location where the specific action occurred. Therefore, the verb in the sentence must be an action verb such as asobu, oyogu, taberu, nomu, etc. However, some action verbs such as iku, kaeru never take de with place nouns, but take e, the relational for direction, because the action ends as soon as the place is reached.

Waikiki de oyogimashita. (I swam at Waikiki.)
Waikiki e ikimashita. (I went to Waikiki.)

11.6.2 Usage

In Japanese, asobu, oyogu, iku and kaeru are intransitive verbs which never take an object. As the English equivalent of asobu, to play, takes an object, the correct usage should be emphasized.

Correct	Incorrect
Karuta o shimashita.	Karuta o asobimashita.
Geemu o shimashita	Geemu o asobimashita.

Sorekara is used to describe two or more actions that have occurred consecutively or will occur consecutively. Generally it is used at the beginning of a sentence, but it is sometimes used to connect two sentences. In this lesson the use of sorekara is limited to the beginning of a sentence with the past tense verbs.

Oyasumi used in this context refers to Sunday or a holiday when school is closed. The other meanings will be introduced later.

Kinoo wa oyasumi deshita ne. Since the past tense of desu, deshita, is not introduced yet, this sentence is treated as a useful expression in this lesson.

11.6.3 Culture

Unlike the American school week, Japanese children attend school from Monday through Friday and also half day on Saturday. Education is compulsory for all children through the ninth grade in post-war Japan. However, compulsory education up to the sixth grade was introduced in Japan in 1872.

Summer vacation for pupils in Japan start at the end of July and continue till the end of August. Families enjoy swimming, picnics, camping, and other outdoor activities. Swimming is a very popular sport among the children.

11.6.4 Pronunciation

Emphasis suggested:

oyasumi

oyogimashita

UNIT 4 LESSON 12

12.1 OBJECTIVES

Review: Lessons 10 and 11

12.2 DIALOGUE

(Minoru tells his mother what he saw at the beach)

Minoru: Okaasan, kyoo fune o mimashita yo!

Okaasan: Don'na fune desu ka?

Minoru: Ookii fune desu yo.

Okaasan: Doko de mimashita ka?

Minoru: Waikiki de mimashita.

12.3 PRACTICE

12.3.1 Repetition Drill

Let pupils repeat the following sentences:

mimashita
fune o mimashita
Waikiki de fune o mimashita
mimashita ka?
hikooki o mimashita ka?
doko de hikooki o mimashita ka?
shimashita
yakyuu o shimashita
kooen de yakyuu o shimashita
shimashita ka?
pikunikku o shimashita ka?
doko de pikunikku o shimashita ka?
kakimashita
e o kakimashita
uchi de e o kakimashita
kakimashita ka?
tegami o kakimashita ka?
doko de tegami o kakimashita ka?

tabemashita
han'baagu o tabemashita
niwa de han'baagu o tabemashita
tabemashita ka?
okashi o tabemashita ka?
doko de okashi o tabemashita ka?
nomimashita
juusu o nomimashita
gakkoo de juusu o nomimashita
nomimashita ka?
miruku o nomimashita ka?
doko de miruku o nomimashita ka?

12.3.2 Response Drill

Let pupils choose the proper verb according to the cue:

(Model)
Teacher: Kinoo nani o shimashita ka?
Cue: (pikunikku)
Class: Pikunikku o shimashita.
Teacher: Doko de shimashita ka?
Cue: (kooen)
Class: Kooen de shimashita.

Teacher: Kinoo nani o shimashita ka?
Cue: (e)
Class: E o kakimashita.
Teacher: Doko de kakimashita ka?
Cue: (gakkoo)
Class: Gakkoo de kakimashita.

Cues: yakyuu, tegami, terebi, hon, suika, keeki, nawatobi, with Waikiki, umi, niwa, uchi, gakkoo, kooen, etc.

12.3.3 Response Drill

Elicit individual responses:

(Model)
Teacher: Kinoo nani o shimashita ka?
Pupil 1: Kakuren'bo o shimashita.
Teacher: Doko de shimashita ka?
Pupil 1: Niwa de shimashita.

12.3.4 Response Drill

Elicit individual responses:

(Model)
Teacher: Kinoo doko e ikimashita ka?
Pupil 1: Doobutsuen e ikimashita.

12.3.5 Response Drill

(Model)
Teacher: Doko de e o kakimashita ka?
Cue: (gakkoo)
Class: Gakkoo de e o kakimashita.

Suggestions for questions: e, tegami with kakimashita; zoo, saru with mimashita; zasshi, hon with yomimashita; yakyuu, kakekko with shimashita; asobimashita; oyogimashita

Cues: uchi, gakkoo, kooen, niwa, umi, yama, doobutsuen, Waikiki, etc.

12.3.6 Response Drill

Let pupils choose the place noun:

(Model)
Teacher: Doko de saru o mimashita ka?
Pupil 1: Doobutsuen de (saru o) mimashita.

12.3.7 Response Drill

Use the -MASU form for a review:

(Model)
Teacher: Doko de rin'go o kaimasu ka?
Cue: (maaketto)
Class: Maaketto de (rin'go o) kaimasu.

Suggestions for questions: yomimasu, shashin o torimasu, shimasu, mimasu, araimasu, nomimasu, tabemasu, kaimasu with proper nouns

Cues: uchi, niwa, gakkoo, maaketto, kooen, umi, hon'ya, okashiya, kutsuya, pan'ya, etc.

12.3.8 Substitution-Correlation Drill

Let pupils choose two activities by using the visuals:

(Model)
Pupil 1: Kinoo kooen e ikimashita.
Sorekara yakyuu o shimashita.

12.3.9 Substitution-Correlation Drill

Let pupils choose two activities by using the visuals:

(Model)
Pupil 1: Kyoo gakkoo e ikimasu.
Sorekara hon'ya e ikimasu.

12.3.10 Substitution-Correlation Drill

Let pupils choose two activities by using the visuals:

(Model)
Pupil 1: Umi e ikimashoo.
Sorekara pikunikku o shimashoo.

12.3.11 Response Drill

(Model)
Teacher: Don'na fune desu ka?
Cue: (chiisai)
Class: Chiisai fune desu.

Suggestions for questions: hikooki, osara, hana, kutsu, uchi, tora, saru, usagi, inu, neko, etc.

Cues: ookii, chiisai, kawaii, shiroi, akai, kuroi, etc.

12.3.12 Response Drill

Let pupils choose the activity:

(Model)
Teacher: Kooen de nani o shimashita ka?
Pupil 1: Pikunikku o shimashita.

Suggestions for questions: Use the cues in 12.3.5.

12.3.13 Dialogue Memorization Drill

12.3.14 Role Playing

12.4 NEW VOCABULARY

None

12.5 SUGGESTED ACTIVITIES

12.5.1 Game: Charades

Combine a noun with a verb and write them on slips of paper. Let 'it' pick a slip from an envelope and act out the cue.

Examples

1. letter + read
2. lion + (I) like
3. watermelon + ate (eat)

'It': (acts out letter + read)
Pupil 1: Zasshi o yomimasu.
'It': Iie, chigaimasu.
Pupil 2: Hon o yomimashita.
'It': Iie, chigaimasu.
Pupil 3: Tegami o yomimasu.
'It': Ee, soo desu.

12.5.2 Exercises

After listening to the whole dialogue ask pupils to answer the following questions in Japanese.

1. Minoru san wa nani o mimashita ka?
2. Don'na fune desu ka? or
   Don'na fune o mimashitā ka?
3. Doko de mimashita ka?

12.6 NOTES

12.6.1 Structure

None

12.6.2 Usage

The omission of an object or a subject is very common in a Japanese sentence.

(Watashi wa) fune o mimashita.
(Watashi wa) Waikiki de (fune o) mimashita.

However, there are times when all the elements of a sentence are fully stated.

Watashi wa Waikiki de fune o mimashita.

As longer sentences are harder for children to memorize, the possible short sentences are introduced. However, it is up to the teacher to decide whether a longer sentence should be practiced or not. In the practice section, some objects which are optional are in parenthesis.

The word sorekara is used with the -MASU form of the verb, indicating future happenings, in the practice section of this lesson.

12.6.3 Culture

As Japan is an island nation, there are many ports, harbors, and seaside villages. Children frequently take field trips to see the ships and boats during their school term.

12.6.4 Pronunciation

None

UNIT 5 LESSON 13

13.1 OBJECTIVES

Short answer with -MASEN DESHITA.

Useful expression: OFURO NI HAITTE KUDASAI.

New vocabulary: asatte, ashita, hiza, kata, kami, kubi, sekken, senaka, araimashita, araimasen deshita, ikimasen deshita, shimasen deshita

13.2 DIALOGUE

(Taking a bath)

Okaasan: Haruko san, ofuro ni haitte kudasai.

Haruko: Hai.

Okaasan, sekken o kudasai.

Okaasan: Hai, sekken.

(After a bath)

Okaasan: Haruko san, kami o araimashita ka?

Haruko: Iie, araimasen deshita.

Ashita araimasu.

13.3 PRACTICE

13.3.1 Repetition Drill

Let pupils repeat the following sentences:

haitte kudasai
ofuro ni haitte kudasai
kudasai
sekken o kudasai

araimashita ka?
kami o araimashita ka?
iie, araimasen deshita
araimashita ka?
senaka o araimashita ka?
hiza o araimashita ka?
kata o araimashita ka?
kubi o araimashita ka?
gakkoo e ikimashita ka?
iie, ikimasen deshita
yakyuu o shimashita ka?
iie, shimasen deshita
ashita ikimasu
asatte ikimasu
ashita shimasu
asatte shimasu

13.3.2 Response Drill

(Model)
Teacher: Kami o araimashita ka?
Cue: (yes or no)
Class: Hai, araimashita. or
Iie, araimasen deshita.

Suggestions for questions: hiza, kata, kami, kubi, senaka, te, ashi

13.3.3 Response Drill

(Model)
Teacher: Maaketto e ikimashita ka?
Cue: (yes or no)
Class: Hai, ikimashita. or
Iie, ikimasen deshita.

Suggestions for questions: doobutsuen, hanaya, hon'ya, kooen, kutsuya, okashiya, etc. with ikimashita ka; pikunikku, yakyuu, kakekko, maritsuki, nawatobi, etc. with shimashita ka

13.3.4 Response Drill

Let pupils answer the first question 'no':

(Model)
Teacher: Doobutsuen e ikimashita ka?
Class: Iie, ikimasen deshita.
Cue: (ashita)
Class: Ashita ikimasu.

Suggestions for questions: Same as in 13.3.2 and 13.3.3.

Cues: ashita, asatte and kyoo

13.3.5 Response Drill

Let pupils choose the object:

(Model)
Pupil 1: Sekken o kudasai.
Pupil 2: Hai, sekken.
Pupil 1: Doomo arigatoo.
Pupil 2: Doo itashimashite.

13.3.6 Chain Drill

Let pupils choose either sekken or taoru:

Pupil 1: Ofuro ni haitte kudasai.
Pupil 2: Hai.
Sekken o kudasai.
Pupil 1: Hai, sekken.

Pupil 2: Ofuro ni haitte kudasai.
Pupil 3: Hai.
Taoru o kudasai.
Pupil 2: Hai, taoru.

Etc.

13.3.7 Dialogue Memorization Drill

13.3.8 Role Playing

13.4 NEW VOCABULARY

araimasen deshita ..... negative form of araimashita; (I) did not wash
araimashita ..... -MASHITA form of arau; (I) washed

asatte ..... day after tomorrow
ashita ..... tomorrow
hiza ..... knee
ikimasen deshita ..... negative form of ikimashita; (I) did not go
kami ..... hair
kata ..... shoulders
kubi ..... neck
ofuro ni haitte kudasai ... Please take a bath.
sekken ..... soap
senaka ..... back of the body
shimasen deshita ..... negative form of shimashita; (I) did not do

13.5 SUGGESTED ACTIVITIES

13.5.1 Game: Hana, Hana

Add the parts of the body introduced in this lesson to the list of cues. If the class can respond quickly, the 'Hana, hana, hana ...' portion can be omitted. 'It' should call out only the names of the parts of the body. By giving the cues rapidly many pupils can be eliminated from the game. The teacher can assist by giving the oral cues until the pupils develop fluency.

Example

'It': kata, ashi, me, senaka, etc.

13.5.2 Exercise

After listening to the entire dialogue ask pupils to answer the following questions in English.

1. What is Haruko going to do?
2. Is she going to take a shower?
3. What did she want?
4. Did she wash her hair?
5. When is she going to wash her hair?

13.6 NOTES

13.6.1 Structure

HAI,	arai	-MASHITA.
IIE,		-MASEN DESHITA.

The short answer form of -MASHITA and -MASEN DESHITA are introduced in this lesson. The -MASHITA form appeared in the previous unit but the -MASEN DESHITA form is used for the first time. Since a sentence with the negative past tense form tends to be long, the short answer form is introduced first.

Examples

Kami o araimashita ka?
1. Iie, araimasen deshita.
2. Iie, kami wa araimasen deshita.

13.6.2 Usage

Ofuro ni haitte kudasai is introduced in this lesson as a useful expression. The -TE form will be taught in a later volume.

13.6.3 Culture

The bathroom of a Japanese home is very different from an American one because the scrubbing and rinsing are done outside of the tub. In the ofuroba or bathroom a person scrubs himself and rinses thoroughly using the hot water that is in the ofuro or tub. When this is done, he gets into the ofuro and relaxes in the hot water. The Japanese tubs are made deeper so that the water comes up to the chin when a person is sitting in the tub.

A door separates the ofuroba from the otearai, where the toilet and wash basin are located.

13.6.4 Pronunciation

Emphasis suggested:

fu - ofuro

UNIT 5 LESSON 14

14.1 OBJECTIVES

Use of -MASEN DESHITA.

Useful expressions: .... O KASHITE KUDASAI;
HAI, DOOZO.

New vocabulary: chiri, hasami, kami, monosashi, otogibanashi, rekishi, toshokan, karimasen deshita, karimashita, karimashoo, karimasu

14.2 DIALOGUE

(At the library)

Minoru: Don'na hon o karimashita ka?

Haruko: Otogibanashi no hon o karimashita.

Minoru: Rekishi no hon wa?

Haruko: Rekishi no hon wa karimasen deshita.

Minoru: Boku wa chiri no hon o karimasu yo.

(To the librarian)

Minoru: Kore o kashite kudasai.

Librarian: Hai, doozo.

14.3 PRACTICE

14.3.1 Repetition Drill

Let pupils repeat the following sentences:

karimashita
hon o karimashita
rekishi no hon o karimashita
karimashita ka?

hon o karimashita ka?
chiri no hon o karimashita ka?
karimasen deshita
hon wa karimasen deshita
otogibanashi no hon wa karimasen deshita
karimashoo
doko de karimashoo
toshokan de karimashoo
kashite kudasai
kore o kashite kudasai
hon o kashite kudasai
otogibanashi no hon o kashite kudasai
hai, doozo
don'na hon o karimashita ka?
hasami o karimasu
monosashi wa karimasen deshita
kami o karimashita ka?
iie, kami wa karimasen deshita

14.3.2 Response Drill

(Model)
Teacher: Don'na hon o karimashita ka?
Cue: (rekishi no hon)
Class: Rekishi no hon o karimashita.

Cues: chiri, otogibanashi, doobutsu, jidoosha, hana, sakana no hon

14.3.3 Response Drill

Let pupils answer 'no':

(Model)
Teacher: Chiri no hon o karimashita ka?
Class: Iie, chiri no hon wa karimasen deshita.

Suggestions for questions: In addition to the cues in 14.3.2 use hasami, kami, monosashi, etc.

14.3.4 Response Drill

(Model)
Teacher: Doko de hon o karimashita ka?
Cue: (toshokan)
Class: Toshokan de hon o karimashita.

Suggestions for questions: hon, zasshi, tegami, shin'bun with yomimashita, kakimashita and karimashita

Cues: gakkoo, uchi, hon'ya, toshokan

14.3.5 Response Drill

(Model)
Teacher: Nani o karimasu ka?
Cue: (monosashi)
Class: Monosashi o karimasu.

Cues: hasami, kami, en'pitsu, kureyon, sekken, osaji, naifu, hooku, etc.

14.3.6 Substitution Drill

Let pupils choose the noun:

(Model)
Teacher: En'pitsu o kashite kudasai.
Pupil 1: Monosashi o kashite kudasai.

14.3.7 Substitution Drill

Let pupils choose the noun:

(Model)
Teacher: Chiri no hon wa karimasen deshita.
Pupil 1: Kasa wa karimasen deshita.

14.3.8 Chain Drill

Let pupils choose the noun:

Pupil 1: Nani o karimashita ka?
Pupil 2: Hasami o karimashita.
Nani o karimashita ka?
Pupil 3: Monosashi o karimashita.
Nani o karimashita ka?

Etc.

14.3.9 Chain Drill

Let pupils choose the noun:

Pupil 1: Sekken o kashite kudasai.
Pupil 2: Hai, doozo.
Kami o kashite kudasai.
Pupil 3: Hai, doozo.
Taoru o kashite kudasai.

Etc.

14.3.10 Chain Drill

Let pupils choose the noun:

Pupil 1: Rekishi no hon o karimashita ka?
Pupil 2: Iie, rekishi no hon wa karimasen deshita.
Monosashi o karimashita ka?
Pupil 3: Iie, monosashi wa karimasen deshita.
Hasami o karimashita ka?

Etc.

14.3.11 Dialogue Memorization Drill

14.3.12 Role Playing

14.4 NEW VOCABULARY

chiri ..... geography
hai, doozo ..... Here it is; Please take it; Yes, please. (See notes)
hasami ..... scissors
kami ..... paper
karimasen deshita ..... negative form of karimashita; (I) did not borrow
karimashita ..... -MASHITA form of kariru; (I) borrowed
karimashoo ..... -MASHOO form of kariru; Let's borrow.
karimasu ..... -MASU form of kariru; (I) will borrow
....o kashite kudasai ..... Please lend me....
monosashi ..... ruler; yardstick
otogibanashi ..... fairy tale
rekishi ..... history
toshokan ..... library (building)

14.5 SUGGESTED ACTIVITIES

14.5.1 Song

Katatsumuri

Den-den-mushi, mushi, katatsumuri!
Omae no atama wa doko ni aru?
Tsuno dase, yari dase, atama dase!

Den-den-mushi, mushi, katatsumuri!
Omae no medama wa doko ni aru?
Tsuno dase, yari dase, medama dase!

Mr. Snail

Mr. Snail, Mr. Snail,
Where is your head?
Show your antenna;
Your neck and your head!

Mr. Snail, Mr. Snail,
Where are your eyes?
Show your antenna;
Your neck and your eyes!

14.5.2 Exercises

A. After listening to the entire dialogue ask pupils to answer the following questions in Japanese.

1. Haruko san wa otogibanashi no hon o karimashita ka?
2. Haruko san wa rekishi no hon o karimashita ka?
3. Minoru san wa otogibanashi no hon o karimashita ka?
4. Minoru san wa chiri no hon o karimashita ka?
5. What would you say to the librarian when you want to borrow a book?
6. What would you say to someone who wants to borrow something?

B. After listening to the set of words ask pupils which two are the same.

	(1)	(2)	(3)
1.	asatte	asatte	asate
2.	haitte	haite	haitte

3.	seken	sekken	sekken
4.	karimasu	karimasu	kaimasu
5.	araimasu	arimasu	araimasu
6.	nonosashi	monosashi	monosashi
7.	otogibanashi	otonibanashi	otogibanashi

14.6 NOTES

14.6.1 Structure

Rekishi no hon	wa	kari	-MASEN DESHITA.

The negative wa is introduced in Lesson 7, and the same wa is used in the negative past sentence.

Mikan wa tabemasen.
Mikan wa tabemasen deshita.

14.6.2 Usage

....o kashite kudasai is a useful expression in this lesson as the -TE form will be taught in a later volume.

The meaning of doozo depends on the context but it is generally interpreted as 'please' or 'kindly.' It adds a courteous note to one's speech. Pupils should be encouraged to use this expression with their peers and superiors.

The school library which occupies a room in a building is known as toshoshitsu. Toshokan is a library building such as the public libraries.

14.6.3 Culture

The Japanese use one general term, monosashi, which includes measures of different lengths such as the foot-rule and yardstick.

14.6.4 Pronunciation

Emphasis suggested on the long words and phrases:

otogibanashi no hon
rekishi no hon
chiri no hon
monosashi
toshokan

UNIT 5 LESSON 15

15.1 OBJECTIVES

Review: Lessons 13 and 14

15.2 DIALOGUE

(In the classroom)

Haruko: Sen'sei, hasami o kashite kudasai.

Sen'sei: Hai, doozo.

Haruko: Doomo arigatoo.

(Haruko returns to her seat)

Minoru: Haruko san, monosashi o karimashita ka?

Haruko: Iie, karimasen deshita.

Minoru: Jaa, monosashi o karimashoo.

15.3 PRACTICE

15.3.1 Repetition Drill

Let pupils repeat the following sentences:

monosashi o karimashita ka?
hai, en'pitsu o karimashita
iie, hasami wa karimasen deshita
senaka o araimashita ka?
hai, kami o araimashita
iie, hiza wa araimasen deshita
yakyuu o shimashita ka?
hai, kakuren'bo o shimashita
iie, pikunikku wa shimasen deshita

kooen e ikimashita ka?
hai, gakkoo e ikimashita
iie, maaketto e ikimasen deshita

15.3.2 Response Drill

Let a pupil ask the question and give the cue:

(Model)
Pupil 1: Doko e ikimashita ka?
Cue: (doobutsuen)
Class: Doobutsuen e ikimashita.

Cues: hon'ya, okashiya, gakkoo, kooen, maaketto, kutsuya, nikuya, etc.

15.3.3 Response Drill

Let a pupil ask the question and give the cue:

(Model)
Pupil 1: Nani o araimashita ka?
Cue: (osara)
Class: Osara o araimashita.

Cues: koppu, kyuuri, nin'jin, hiza, kubi, ashi, taoru, te, kao, etc.

15.3.4 Response Drill

Let a pupil ask the question and another pupil choose the noun:

(Model)
Pupil 1: Nani o shimashita ka?
Pupil 2: Yakyuu o shimashita.

15.3.5 Response Drill

Let a pupil ask the question and another pupil choose the noun:

(Model)
Pupil 1: Nani o karimashita ka?
Pupil 2: Zasshi o karimashita.

15.3.6 Response Drill

Let pupils answer 'no':

(Model)
Teacher: Hon'ya e ikimashita ka?
Class: Iie, hon'ya e ikimasen deshita.

Suggestions for questions: Use the cues in 15.3.2.

15.3.7 Response Drill

Let pupils answer 'no':

(Model)
Teacher: Yakyuu o shimashita ka?
Class: Iie, yakyuu wa shimasen deshita.

Suggestions for questions: pikunikku, kakekko, nawatobi, maritsuki, kakuren'bo, yakyuu

15.3.8 Response Drill

Let pupils ask the questions to elicit negative replies:

(Model)
Pupil 1: Osara o araimashita ka?
Pupil 2: Iie, osara wa araimasen deshita.

Suggestions for questions: Use the cues in 15.3.3.

15.3.9 Response Drill

Let pupils ask the questions to elicit negative replies:

(Model)
Pupil 1: Naifu o karimashita ka?
Pupil 2: Iie, naifu wa karimasen deshita.

Suggestions for questions: hooku, hon, zasshi, hasami, monosashi, kasa, en'pitsu, osara

15.3.10 Chain Drill

Let pupils choose the question:

Pupil 1: Te o araimashita ka?
Pupil 2: Iie, araimasen deshita.
Zasshi o karimashita ka?
Pupil 3: Iie, karimasen deshita.
Kooen e ikimashita ka?

Etc.

15.3.11 Dialogue Memorization Drill

15.3.12 Role Playing

15.4 NEW VOCABULARY

None

15.5 SUGGESTED ACTIVITIES

15.5.1 Game: Initial and Final Sounds

This game assists in discriminating the initial and final sounds of nouns and adjectives. Let 'it' write the cue word on a piece of paper for the teacher before giving the sound. 'It' decides which sound is to be given as the oral cue. The pupil who guesses correctly becomes the next 'it.'

Example

'It': I am thinking of a word that ends with the n sound.
Pupil 1: Sore wa hon desu ka?
'It': Iie, chigaimasu.
Pupil 2: Sore wa shin'bun desu ka?
'It': Iie, chigaimasu.
Pupil 3: Sore wa mikan desu ka?
'It': Hai, soo desu.

15.6 NOTES

15.6.1 Structure

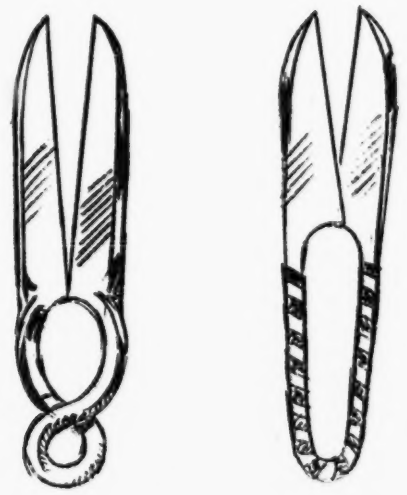
None

15.6.2 Usage

Although several verbs ending in the -MASHOO, -MASU and -MASEN forms have been introduced in the text, the -MASHITA and -MASEN DESHITA forms of all these verbs have not been introduced in this volume. However, if pupils are curious about the past tense forms of other verbs that have been taught, teachers should be encouraged to provide this information. Some students may be capable of applying the transformation skills independently.

15.6.3 Culture

Hasami came to Japan from China. The early scissors were shaped like an '8.' Later they resembled the 'U' shape. The 'U' shaped scissors are still popular in Japan today, especially for sewing.



15.6.4 Pronunciation

None

GENERAL REVIEW

1. Doko de kaimasu ka?
   Doko de kaimashita ka?

   Elicit the first statement by using visuals. Let pupils choose a place noun to answer the question.

   (Model)
   Cue: (ame)
   Class: Ame o kaimasu.
   Teacher: Doko de kaimasu ka?
   Pupil 1: Maaketto de kaimasu.

   Cues: chiri no hon, hana, jagaimo, kutsu, kyuuri, niku, okashi, rekishi no hon, sakana, sekken, zasshi, etc.

2. Doko de shimasu ka?
   Doko de shimashita ka?

   Elicit the first statement by using visuals. Let pupils choose a place noun to answer the question.

   (Model)
   Cue: (yakyuu)
   Class: Yakyuu o shimashita.
   Teacher: Doko de shimashita ka?
   Pupil 1: Kooen de shimashita.

   Cues: yakyuu, nawatobi, maritsuki, kakuren'bo, kakekko, pikunikku, etc.

3. Doko de yomimasu ka?
   Doko de yomimashita ka?

   Elicit the first statement by using visuals. Let pupils choose a place noun to answer the question.

   (Model)
   Cue: (shin'bun)
   Class: Shin'bun o yomimasu.
   Teacher: Doko de yomimasu ka?
   Pupil 1: Uchi de yomimasu.

Cues: zasshi, tegami, otogibanashi no hon, chiri no hon, rekishi no hon, etc.

4. Doko e? Doko de?

Give place nouns as cues. The pupils must complete the sentence by using asobimashita, ikimasu, ikimashita, ikimasen deshita, or kaerimasu with a proper relational.

(Model)
Cue: (uchi)
Pupil 1: Uchi e kaerimasu; or
Uchi de asobimashita; or
Uchi e ikimasen deshita; etc.

Cues: doobutsuen, hon'ya, kooen, okashiya, pan'ya, uchi, niwa, toshokan

5. Nani o araimasu ka?
Nani o araimashita ka?
Nani o karimasu ka?
Nani o karimashita ka?

The teacher chooses a noun and lets pupils guess until someone guesses correctly.

(Model)
Pupil 1: Ashi o araimasu ka?
Teacher: Iie, chigaimasu.
Pupil 2: Tomato o araimasu ka?
Teacher: Iie, chigaimasu.
Pupil 3: Koppu o araimasu ka?
Teacher: Hai, soo desu.

Variation: The teacher's role can be substituted by a pupil.

6. Tabemasu.

Let pupils say the affirmative sentence.

(Model)
Teacher: Nin'jin wa tabemasen.
Class: Nin'jin o tabemasu.

Cues: han'baagu, jagaimo, sarada, kyuuri, ame, tomato, etc.

7. Araimasen.

Let pupils say the negative sentence.

(Model)
Teacher: Osara o araimasu.
Class: Osara wa araimasen.

Cues: hooku, koppu, naifu, osara, osaji, hiza, kata, kami, kubi, senaka, etc.

8. Karimashita.

Let pupils say the affirmative sentence.

(Model)
Teacher: Zasshi wa karimasen deshita.
Class: Zasshi o karimashita.

Cues: hooku, koppu, naifu, osara, osaji, shin'bun, sekken, hasami, monosashi, etc.

9. Shimasen deshita.

Let pupils say the negative sentence.

(Model)
Teacher: Yakyuu o shimashita.
Class: Yakyuu wa shimasen deshita.

Cues: yakyuu, pikunikku, kakuren'bo, maritsuki, kakekko, nawatobi

10. Dare o mimashita ka?

Let pupils choose the person:

(Model)
Pupil 1: Obasan o mimashita.
Pupil 2: Ojisan mo mimashita.

STRUCTURAL POINTS

UNIT 2

Lesson 4: Kooen e iki-MASU.

Lesson 5: HAI, kai-MASU.
IIE, kai-MASEN.

UNIT 3

Lesson 7: Nin'jin WA TABEMASEN.
Tomato MO tabemasu.

UNIT 4

Lesson 10: Yakyuu o shi-MASHITA.

Lesson 11: Niwa DE asobimashita.

UNIT 5

Lesson 13: HAI, arai-MASHITA.
IIE, arai-MASEN DESHITA.

Lesson 14: Rekishi no hon wa kari-MASEN DESHITA.

LIST OF VERBS INTRODUCED IN VOLUMES I, II AND III

-MASHOO	-MASU	-MASEN	-MASHITA	-MASEN DESHITA
agemashoo				
araimashoo	araimasu	araimasen	araimashita	araimasen deshita
			asobimashita	
ikimashoo	ikimasu	ikimasen	ikimashita	ikimasen deshita
	kaerimasu			
kaimashoo	kaimasu	kaimasen		
			kakimashita	
karimashoo	karimasu		karimashita	karimasen deshita
mimashoo	mimasu	mimasen	mimashita	
nomimashoo	nomimasu	nomimasen	nomimashita	
			oyogimashita	
shimashoo	shimasu	shimasen	shimashita	shimasen deshita
tabemashoo	tabemasu	tabemasen	tabemashita	
	(shashin o) torimasu	(shashin wa) torimasen		
yomimashoo	yomimasu	yomimasen	yomimashita	

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雀の学校

清水かつら 作詞
弘田龍太郎 作曲
梅内良枝 編曲

moderate
mf

チィチィパッパ　チィパッパ　すずめのがっこの

せんせいは　むちをふりふり　チィパッパ

せいとのすずめは　わになって　おくちをそろえて

mp
チィ パッパ
まだまだ いけない
チィ パッパ
もいちど いっしょに
チィ パッパ
チィ チィ パッパ
チィ パッパ

ゆうやけ　こやけ

Gently

中村雨紅 作詞
草川信 作曲

雨

北原白秋 作詞

弘田 龍太郎 作曲
橋内 良枝 編曲

♩ = 120

mp

あ め が ふ る
あ め が ふ る
ふ り ま す
ふ り ま す

mf

あ そ び に ゆ き た し か さ ー は な し
い や で も お う ち で あ そ ー び ま しょう

mp

べ に お の か っ こ も お が き れ た
ち よ が み お り ま しょう た た み ま しょう

どんぐり　ころころ

青木存義 作詞　♩- 60　梁田 貞 作曲　橋内 良枝 編曲

mf

どんぐり コロコロ　ドンブリコ

おいけに はまって　あたいへん　どじょうが でてきて

こんにちは　ぼっちゃん いっしょに　あそびましょう

かたつむり

文部省唱歌
橋内良枝 編曲

♩=92

mf

1. でんでん むしむし かたつむ り
2. でんでん むしむし かたつむ り

おまえの あたまは どこにあ る？
おまえの めだまは どこにあ る？

f

つのだせ やりだせ あたまだ せ！
つのだせ やりだせ めだまだ せ！